

## SIXTH GRADE CURRICULUM

### Grade 6 Literature

Iowa Core Anchor Standard-Capacity	Iowa Core Grade Level Standards	Capacity Breakdown
<b>Key Ideas and Details</b>		
(Key Ideas and Details) Use comprehension strategies to explain elements of literature. 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	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)(DOK1,2,3)	I can cite information from the text. I can infer meaning from text.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)(DOK2,3)	I can identify a theme of a text. I can provide evidence of the theme. I can retell (summarize) a text without using my opinion.
3. Analyze how and why individuals, events and ideas develop and interact over the courses of a text.	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. (RL.6.3)(DOK2,3)	I can identify the conflict. I can identify the rising action. I can identify the climax. I can analyze how the conflict, rising action, and climax lead to the resolution.
N/A	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (IA1.6.1)(DOK2,3)	I can make connections to help me comprehend what I'm reading. I can determine importance to help me comprehend what I'm reading. I can use questioning strategies to help me comprehend what I'm reading. I can use visualizing strategies to help me comprehend what I'm reading. I can make inferences to help me comprehend what I'm reading. I can summarize to help me comprehend what I'm reading. I can monitor my own comprehension when I'm reading.
N/A	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (IA 2.6.2)(DOK1)	I can read grade-level text fluently and accurately.
<b>Craft and Structure</b>		

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.	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. (RL.6.4)(DOK1,2,3)	I can determine the meaning of words and phrases in a text. I can determine the meaning of figurative language in a text. I can analyze the author's word choice to determine meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)(DOK2,3)	I can analyze how parts of a text fit together as a whole to figure out the theme. I can analyze how parts of a text fit together as a whole to figure out the setting. I can analyze how parts of a text fit together as a whole to figure out the plot.
6. Assess how point of view or purpose shapes the content and style of a text.	Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)(DOK2,3,4)	I can explain how an author develops point of view of the narrator or speaker in literature.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7)(DOK 3,4)	I can compare and contrast a reading form to a multimedia form. I can provide evidence of my thinking with examples from the text.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	N/A	N/A
9. Analyze how two or more texts address similar themes or topics in order to building knowledge or to compare the approaches the authors take.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)(DOK3,4)	I can compare and contrast the themes and topics of different forms and genres. I can use different techniques to compare and contrast.
<b>Range of Reading and Level of Text Complexity</b>		
10. Read and comprehend complex literary and informational texts independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)(DOK1,2)	I can make meaning from grade-level stories, dramas, and poems.
<b>Grade 6 Informational Text</b>		
<b>Iowa Core Anchor Standard-Capacity</b>	<b>Iowa Core Grade Level Standards</b>	<b>Capacity Breakdown</b>

<b>Key Ideas and Details</b>		
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	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1.) (DOK 1,2,3)	Provide evidence from the text to support inferences.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2.) (DOK 2,3)	Find the big idea of a text using details as support.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3.) (DOK 2,3,4)	Summarize key factual components of the text.
N/A	1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)	Follow the development of an individual, event, or idea in a text.
		Use active reading strategies to comprehend informational text. (making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring comprehension.)
N/A	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (DOK 1)	Read grade-level text fluently and accurately to support comprehension.
<b>Craft and Structure</b>		
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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4.) (DOK 1,2,3)	Determine meanings of words and phrases in a text. (figurative, connotative, and technical meanings)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5.) (DOK 2,3)	Determine the text structure and use it to identify the big idea.
6. Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6.) (DOK 2,3)	Identify the author's purpose or point of view within a text and give evidence.
<b>Integration of Knowledge and Ideas</b>		

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7.) (DOK 3,4)	Use a variety of media to make text to text connections.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8.) (DOK 2,3)	Determine the reliability of a source when reading.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.6.9.) (DOK 3,4)	Compare and contrast two different sources on the same topic.
<b>Range of Reading &amp; Level of Text</b>		
10. Read and comprehend complex literary and informational texts independently and proficiently.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10.) (DOK 1,2)	Read and comprehend grade level text proficiently.
<b>Grade 6 Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
<b>Anchor Standards</b>	<b>Iowa Core Grade Level Standards</b>	<b>UCSD I Can Statements</b>
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can be prepared for discussions by reading and studying text. I can participate in discussions with examples from the text.
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	I can work collaboratively with my peers and take on an individual role.
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	I can ask and answer specific questions that contribute to the topic and discussion.

	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1.) (DOK 1,2,3)	I can put the important ideas from the discussion in my own words and reflect on the different points of view.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2.) (DOK 2,3,4)	I can interpret information from a variety of media and explain how it contributes to a topic.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3.) (DOK 2,3)	I can determine when a speaker has used evidence to support their claim.
<b>Presentation of Knowledge and Ideas</b>		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4) (DOK 1,2,3)	I can use strong descriptions, facts, and details to develop my main ideas. I can use appropriate eye contact, adequate volume, and clear pronunciation.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5.) (DOK 2,3)	I can use multimedia and visuals in my presentations to clarify information.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (SL.6.6.) (DOK 1,2)	I can adapt my speech to the audience or occasion.
N/A	IA.5.Prepare and conduct interviews. (DOK 2,3)	I can prepare and conduct interviews.
N/A	IA.6.Participate in public performances. (DOK 2,3)	I can participate in a variety of public speaking opportunities.
<b>Grade 6 Language</b>		
<b>Anchor Standards</b>	<b>Iowa Core Grade Level Standards</b>	<b>UCSD I Can Statements</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Ensure that pronouns are in the proper case(subjective, objective, possessive).	I can use subjective, objective, and possessive pronouns correctly.

	b. Use intensive pronouns (e.g., myself, ourselves).	I can use intensive pronouns.
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	I can recognize and correct inappropriate changes in pronoun number and person.
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	I can recognize and correct vague (unclear) pronouns.
	e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* (L.6.1.) (DOK 1)	I can recognize incorrect grammar in my own and others' writing and speaking. I can use strategies to improve my grammar.
	<i>*Not in Iowa Core: Recognize and use appropriately the parts of speech.</i>	<i>I can recognize and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, interjections, and conjunctions.</i>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical.	I can use punctuation to set off extra information I've added to a sentence.
	b. Spell correctly. (L.6.2.) (DOK 1)	I can spell correctly.
<b>Knowledge of Language</b>		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	a. Vary sentence patterns for meaning, reader/listener interest, and style.*	I can consider my audience, what I'm trying to say, and the type of writing I'm doing when choosing a sentence structure.
	b. Maintain consistency in style and tone.* (L.6.3.)	I can keep my style and tone the same throughout my writing.
<b>Vocabulary Acquisition</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	a. 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.	I can use context clues to find the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	I can use word roots to help me figure out the meaning of a word.
	c. 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.	I can use reference materials to find the pronunciation, meaning, and part of speech of a word.

	d. 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). (L.6.4.) (DOK 1,2)	I can predict what a word means and then check for accuracy.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	a. Interpret figures of speech (e.g., personification) in context.	I can use context clues to figure out the meaning of figurative language.
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). (L.6.5.) (DOK 1,2,3)	I can choose between words with similar meanings (synonyms) to establish tone.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6.) (DOK 1,2)	I can learn and use grade-level vocabulary in the appropriate context.  When reading and writing, I can determine what words are important to understand.

**Grade 6 Writing**

<b>Anchor Standard</b>	<b>Iowa Core Grade Level Standard</b>	<b>UCSD I Can Statements</b>
<b>Text Types and Purposes</b>		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. (W.6.1) DOK 3, 4	Write an attention-getting sentence Introduce claim Provide support of claim (big idea) Provide support for each individual reason that supports your main claim. Obtain details from credible resources Use transitions to make ideas connect Use appropriate word choice Maintain appropriate text structure Review big idea Restate claim

<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Write an attention-getting sentence  Introduce topic and big idea  Develop main ideas and supporting details  Use transitions to make ideas connect  Use appropriate transitions according to text structure  Use vocabulary specific to the topic  Use appropriate word choice  Maintain appropriate text structure  Write a concluding statement connecting back to main ideas</p>
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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. (W.6.3.) (DOK 3,4)</p>	<p>Introduce character and events Use sequential format Use dialogue correctly Develop events and characters Use story structure Use transitions to connect events Use strong word choice and sensory details Include a meaningful ending</p>
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.6.4.)</p>	<p>Choose appropriate audience, purpose, and text structure</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5.) (DOK 1,2,3,4)</p>	<p>I can use prewrite, draft, edit, revise, and final draft writing process to strengthen my writing.</p>

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6.) (DOK 1,2)	Use technology to publish writing Present authentic product to audience
<b>Research to Building and Present Knowledge</b>		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7.) (DOK 3,4)	I can combine background knowledge with research to come up with new ideas
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8.) (DOK 1,2,3,4)	Use a variety of credible sources Write a focus question to research Take notes using own words Give credit to sources Assess the reliability of the source
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").(W.6.9.) (DOK 2,3,4)	I can evaluate literary and nonfiction texts by using the plot, structure, features, and text evidence to support my claims.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	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 audiences. (W.6.10.) (DOK 1,2,3,4)	I can write for a wide range of tasks, purposes, and audiences.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.