



Trinity Lutheran School Sixth Grade Language Arts Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Sixth Grade		Subject: Language Arts				
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can describe the central idea, find themes and summarize the text.	RL.6.2 RI 6.2	Students can summarize the text, describe the central idea and/or theme of a text, using only the most important details.	-Distinguish between relevant/irrelevant information. -Identify main ideas. -Identify theme (lesson/moral) of text -Summarize a text.	Module 1: Unit 2 - lesson 11 Unit 2 - lesson 20 Module 2A: Unit 1: lesson 12 Unit 3 - lesson 3-4 Unit 3 - lesson 6-8 Module 2B Unit 1 - lesson 8 Unit 2 - lesson 8 Literary analysis, short essays, graphic organizers	Engage New York Module 1, 2A, 2B,	-increase rigor/lexile ranking of the text
I can describe the individual components in the	RL.6.3	Students can write a descriptive paragraph or essay	-Knowledge of character traits	Module 1 : End of Module Performance task,	Engage New York Module 1, 2A	Increase rigor -Write a fictional narrative that

plot of a story and track character development.		describing a character, his/her traits, and examples from the story/article of when he/she exhibited those traits	-Knowledge of context of the story/article	Unit 1 - lesson 7 Unit 1 - lesson 13 Module 3A: Unit 2 - lesson 6 Graphic organizers		demonstrates the evolution of a character through the development of the plot.
I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings and identify the impact on the text. .	RL.6.4 RI.6.4 L.6.4	Students can use context clues to define unknown words and their meanings.	-Ability to read fluently -Decoding strategies	Module 2: Unit1 - lesson 5 Module 2B: Unit 1 - lesson 8 Module 3A: Unit 1 - lesson 5 Unit 1 - lesson 10	Engage New York Module, 1, 2A, 2B, 3A, 3B and 4	Increase rigor -select reading passages that contain more difficult words
I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1		-Pronouns -Capitalization of proper nouns	Module 2B: Unit 2 - lesson 16 Unit 3 - lesson 7-8	Engage New York Module 2A and 4	Increase rigor: Students who already show a mastery of conventions will be held to a higher standard on writing rubrics.
I can find key information, analyze its content and cite textual evidence.	RI.6.1 RL.6.1	Students can answer text-dependent questions, using relevant evidence from the text to support the answer and explain how the evidence is relevant.	-Read with sufficient fluency/accuracy to support comprehension. -Ability to refer to the question in the answer. -Ability to cite evidence. -Distinguish between relevant/irrelevant evidence.	Module 1: Unit 1 - lesson 7 Unit 1 - lesson 13 Unit 2 - lesson 11 Unit 2 - lesson 18-20 Module 2A: Unit 3 - lesson 3-4 Module 2B Unit 1 - lesson 8	Engage New York Module 1, 2A, 2B, and 4	-Increase rigor of level of text -construct questions that require higher-order thinking skills
I can identify the theme of a story.	RL.6.5	Students can identify the theme of the story/novel.	-Knowledge of what theme is	Module 2A: Unit 1 - lesson 5 Unit 1: lesson 12	Engage New York Module 2A, 2B, 3A, and 3B.	-Increase rigor -Read a novel with sophisticated theme

				Module 2B Unit 2 - lesson 8 Module 3A: Unit 1 - lesson 5		
I can write arguments to support a claim	W.6.1	Students can brainstorm, use technology to locate articles related to the topic, state a claim, create a strong conclusion, and use relevant, descriptive details	-Knowledge of using Google or other search engines -Previous knowledge of brainstorming -Understanding how to begin new paragraphs -Understanding how to paraphrase without using plagiarism	Module 1: Unit 2 - lesson 11 Module 2B: Unit 2 - lesson 16 Module 4: Unit 3 - lesson 5	Engage New York Module 2A, 2B, and 4.	Students will create a conference with a keynote speaker, location, name other experts on the topic, and set up a presentation to the class as an "expert" on the topic
I can use editing and revising systems to increase the proficiency of my writing.	W.6.5	Students can use revision strategies to increase proficiency in their own writing	-Knowledge of proper grammar when writing	Module 1: Unit 2 - lesson 11 Module 2B: Unit 2 - lesson 16 Module 4: Unit 3 - lesson 7	Engage New York Module 1 and 2B	Increase rigor -After completing the end of unit performance tasks, edit so the writing meets the expectations of the rubric.