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| **6th Grade Language - Planning Tool** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaborators: | | | | | | | | | | | | | Academic Year: | | | | | | | | | | | | | |
| *This planning tool can be used by collaborating teachers across a given school year or term to help insure full implementation of the Iowa Core Content Standards into their classroom instructional and assessment activities.* *Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the standards and the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing the impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.*  ***Effective implementation of the Iowa Core is not a simple checklist. Implementation requires that educators strategically and systematically address the knowledge and skills being taught, engage in collaboration around the use of effective instructional practices and materials and develop activities to elicit evidence of student learning that match the level of rigor called for in the standards.*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Language Skill** | **Aug.** | | | **Sept.** | | | **Oct.** | | | **Nov.** | | | | **Dec.** | | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** | |
| **Conventions of Standard English** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **(L.6.1.)(DOK 1)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. Ensure that pronouns are in the proper case (subjective, objective, possessive). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. Use intensive pronouns (e.g., *myself, ourselves*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. Recognize and correct inappropriate shifts in pronoun number and person. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L.6.2.) (DOK 1)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. Spell correctly. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| **Knowledge of Language** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening. **(L.6.3.) (DOK2,3)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Vary sentence patterns for meaning, reader/listener interest, and style. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| 1. Maintain consistency in style and tone. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
|  | | | **Aug.** | | | **Sept.** | | | **Oct.** | | | **Nov.** | | | | **Dec.** | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** |
| **Vocabulary Acquisition and Use** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies. **(L.6.4.) (DOK 1,2)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. 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. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. 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. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| * 1. 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). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings. **(L.6.5.) (DOK 1,2,3)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. Interpret figures of speech (e.g., personification) in context. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| * 1. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| * 1. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| 1. 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. **(L6.6) (DOK 1,2)** | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |

**Language Arts Depth-Of-Knowledge Definitions - Writing**

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| ***Level 1 Recall of Information***  Level 1 requires the student to write or recite simple facts. This writing or recitation does **not** include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are **expected** to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do **not** constitute all of Level 1 performance are: |

* Use punctuation marks correctly.
* Identify Standard English grammatical structures and refer to resources for correction.

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| ***Level 2 Basic Reasoning***  Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do **not** constitute all of Level 2 performance are: |

* Construct compound sentences.
* Use simple organizational strategies to structure written work.
* Write summaries that contain the main idea of the reading selection and pertinent details.

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| ***Level 3 Complex Reasoning***  Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do **not** constitute all of Level 3 performance are: |

* Support ideas with details and examples.
* Use voice appropriate to the purpose and audience.
* Edit writing to produce a logical progression of ideas.

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| ***Level 4 Extended Reasoning***  Higher-level thinking is central to Level 4. The standard at this level is a multi- paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does **not** constitute all of Level 4 performance is: |

* Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.