**Grade 6 English**

**Power Standards**

**Power standards** are a subset of learning standards that are determined to be the highest priority and most important for students to learn in any given course. While all standards are important, and need to be addressed at some point throughout a course of study, power standards help give teachers a focus to determine what is absolutely essential to reach CIC’s goals for student achievement. In other words, power standards represent the skills students must learn in this course, as opposed to the skills that are merely “nice to know.”

The following are the power standards for this course:

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| Description | Standard(s) |
| Using the Restate. Answer. Cite Evidence. Elaborate/Explain. Summarize (R.A.C.E.S.) method…students will create a variety of essays in which they make a claim, and then support that claim by following the steps outlined in the abovementioned method. | CCSS.ELA-LITERACY.RL.6.1Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.6.2Determine 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.  |
| When given two different types of literary pieces of work, students will be able to apply inferencing techniques to analyze the treatment of material from one text to the next. This will be done in discussion and essay format in which a claim is made, and textual evidence is gathered to support this claim by making comparisons and contrasts to theme, point of view and how the topic connects to their personal and worldviews. | CCSS.ELA-LITERACY.RL.6.9Compare 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.CCSS.ELA-LITERACY.RL.6.7Compare 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. |
| Students will be given various examples of discourse from a variety of backgrounds (political, historical, literary, etc) and will then annotate the examples to determine the validity of claims made as supported by evidence from within the text. Students will be making text to text references for deeper connections within the text. | CCSS.ELA-LITERACY.RI.6.8Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| Students will use the text features in an Informational article to glean information about a particular topic. In using these text features, students will then annotate said article and make claims on the purpose, theme and validity of the source written in an essay using the R.A.C.E.S. method supported with specific textual evidence. | CCSS.ELA-LITERACY.RI.6.1Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RI.6.2Determine 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.  |
| Using the R.A.C.E.S. method, students take a stance on a subject (make a claim) and support this claim with relevant information and explanation of how this info supports their claim. Students will also discern what is credible versus what is not through the research method process. | CCSS.ELA-LITERACY.W.6.1.AIntroduce claim(s) and organize the reasons and evidence clearly.CCSS.ELA-LITERACY.W.6.1.BSupport claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text  |
| Through specific examination of grammar instructional text books and incidental exposure to grammatically correct texts (articles, novels, essays, etc) students will learn the specific conventions of grammar | CCSS.ELA-LITERACY.L.6.2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| Students will be instructed on how to use context clues (synonym, antonym or an explanation). Students will also be taught figurative language (simile, metaphor, etc) | CCSS.ELA-LITERACY.RL.6.4Determine 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  |