

**WESTBROOK SCHOOL DEPARTMENT**

**Curriculum**

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>6</b>
<b>MLR Content Standard:</b>	<b>A. PROCESS OF READING: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1	Ask questions to be answered before, during and after reading.	E	
A1	Formulate questions and make predictions about texts to support analytical and critical reading.	E	
A1	Use linguistic patterns to spell more complex words (Greek/Latin roots, root words, prefixes and suffixes).	E	
A1	Ask appropriate questions to advance personal and group understanding.	E	
A2	Make connections to other personal, textual or world experiences.	E	
A2	Formulate questions and make predictions about texts to support analytical and critical reading.	E	
A2	Use linguistic patterns to spell more complex words (Greek/Latin roots, root words, prefixes and suffixes).	E	
A3	Recognize alliteration, onomatopoeia, and personification.	R	
A3	Apply information from text graphics.	R	
A4	Clarify information that has been read.	E	
A4	Predict outcomes	E	
A4	Apply reading strategies for understanding informational and technical texts.	E	
A5	Understand the relationship of literature to events in real life.	E	
A6	Determine currency, relevance, and authority of information.	R	
A7	Use paraphrasing, skimming, predicting, highlighting, outlining/graphic organizers.	E	
A8	Further knowledge in content areas by reading from various informational sources.	R	

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A8	Apply information obtained from a variety of sources in order to solve a problem.	R	
A8	Read for a variety of purposes (problem solving, pleasure, information, test taking).	R	
A9	Explain orally and defend opinions formed while reading and viewing.	R	
A10	Apply reading strategies for understanding informational and technical texts.	R	
A11	Generate and evaluate the notes taken from course-related reading, listening, viewing.	R	

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<b>MLR Content Standard:</b>	<b>B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.</b>		
<b>MLR Performance Indicators</b>	WSD Benchmarks  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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B1	Demonstrate an understanding that people respond to literature in different and individual ways.	R	
B2	Identify specific interests and questions and pursue them by identifying pertinent literature and media.	R	
B3	Identify the main and subordinate characters in literary works.	R	
B4	Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.	D	
B5	Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.	R	
B6	Recognize alliteration, onomatopoeia, and personification.	R	
B7	Recognize and use the literary terms: protagonist (hero/heroine), antagonist, setting, conflict, climax, rising action, falling action, and resolution.	E	
B7	Formulate questions and make predictions about texts to support analytical and critical reading.	E	
B7	Use linguistic patterns to spell more complex words (Greek/Latin roots, root words, prefixes and suffixes).	E	
B8	Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	R	

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<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
B9	Apply reading strategies for understanding informational and technical texts.	R	
B10	Recognize types of literacy selections.	R	
B10	Understand the genre of fantasy.	R	
B11	Acquire the skills to form and express opinions based upon reading, viewing and listening to a variety of genre and media.	R	
B12	Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	R	
B13	Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	I	

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<b>MLR Content Standard:</b>	<b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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C1	Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	R	
C2	Understand factors that commonly affect language change and use	I	
C3	Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).	R	
C4	Use knowledge of the fundamental parts of speech when writing and speaking.	E	
C5	Demonstrate an understanding of the concept of propaganda.	I	

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<b>MLR Content Standard:</b>	<b>D. INFORMATIONAL TEXTS: Students will apply reading, listening, and viewing strategies to information texts across all areas of curriculum.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
D1	Apply reading strategies for understanding informational and technical texts.	R	
D2	Develop ability to organize multi-media sources to produce a piece of research.	R	
D2	Use paraphrasing, skimming, predicting, highlighting, outlining/graphic organizers.	R	
D3	Identify both the author's purpose and the author's point of view when reading expository information.	I	
D4	Identify different ways in which informational texts are organized.	R	
D5	Identify unstated main idea.	R	
D6	Further knowledge in content areas by reading from various informational sources.	R	
D6	Apply information obtained from a variety of sources in order to solve a problem.	R	
D7	Increase vocabulary through reading and word study.	R	
D8	Apply information from text graphics.	R	

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<b>MLR Content Standard:</b>	<b>E. PROCESSES OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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E1	Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	E	
E2	Use planning, drafting and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	R	
E3	Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	R	

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<b>MLR Content Standard:</b>	<b>F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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F1	Punctuate dialog.	R	
F1	Understand that correct spelling and appropriate use of standard grammar and punctuation are essential to a quality finished product.	R	
F1	Write in correct paragraph format.	R	
F1	Use parts of speech correctly in writing.	R	
F2	Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	I	

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<b>MLR Content Standard:</b>	<b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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G1	Write stories with an identifiable beginning, middle, and ending.	E	
G2	Write stories that include major events, develop settings, and deal with problems and solutions.	E	
G3	Recognize the audience when writing on independently selected or assigned topics.	R	
G3-G6	Make oral and written presentations recognizing a specific audience and for a variety of purposes.	R, D	
G5	Recognize the audience when writing on independently selected or assigned topics.	R	
G6	Write pieces that persuade, demonstrate, and inform (letters, short stories, poetry, journals, and research papers).	D	
G7	Use similes and metaphors in writing.	R	
G8	Write using a variety of sentence structures (simple, compound, complex) and vocabulary.	R	
G9	Write pieces that use a variety of transitional devices (i.e., phrases, sentences, paragraphs).	R	
G10	Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	D	

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<b>MLR Content Standard:</b>	<b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will:	<b>Instruction Level*</b>	<b>Common Assessment</b>
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H1	Use note taking techniques.	I	
H1	Use paraphrasing, skimming, predicting, highlighting, outlining/graphic organizers.	I	
H1	Use outline format to organize information.	I	
H2	Separate information collected for research topics into major components based on relevant criteria.	R	
H3	Create bibliographies.	E	
H4	Use available catalogs (Athena, Ebsco) to locate materials for research reports.)	R	
H5	Use indexes to periodical literature to locate information for research (use Ebsco).	R	
H6	Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics (Ebsco).	R	
H4-H7	Use a variety of library resources.		
H7	Develop ability to organize multi-media sources to produce a piece of research.		
H8	Make limited but effective use of primary sources when researching topics.	I	
H9	Explain the importance of primary sources in evaluating the validity and reliability of collected information.	I	
H10	Demonstrate initial understanding of proper attribution (e.g., footnotes).	I	

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