

Title – 6th Grade English Student Learning Objective

Content Area – English Language Arts

Grade Level – 6th Grade

Students – 82

Interval of Instruction – School Year 2012 - 2013

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	Students will be able to: (1) Write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style. (2) Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Rationale	As students transition into middle school it is increasingly important for them to develop their writing of arguments, particularly in response to literary and informational texts. This is one of the three Text Types addressed by the Common Core State Standards for writing. Furthermore, it is a type of writing that will be required of them throughout the secondary grades, both in English Language Arts and other content areas. Baseline writing prompt data, as well as my observations over the past seven years teaching this grade level, indicate that writing arguments is an area of relative weakness in students' writing, as opposed to opinion pieces, narratives, and even informative/explanatory writing.
	Aligned Standards	<i>W.6.1: Write arguments to support claims with clear reasons and relevant evidence</i> 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. <i>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> a. Apply <i>grade 6 Reading standards</i> 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 <i>grade 6 Reading standards</i> 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." <i>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> a. Ensure the pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

		<p>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.</p> <p><i>L6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p> <p><i>L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p> <p><i>RL.6.1/RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RL.6.2/RI.6.2: 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 and judgments.</i></p>
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Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

	<p>Baseline Data / Information</p>	<p>Prior to the first day of school, I reviewed samples from students' 5th grade writing portfolios and used them to create three initial groups of students: those whose writing is on grade level, those whose writing is below grade level, and those whose writing is above grade level. However, because most of the pieces in the portfolios were examples of narrative, opinion, and informational/explanatory writing, I decided to confirm these groupings with a baseline assessment of writing an argument in response to informational text. I scored the writing prompts using the District Middle School Writing Rubric, which identifies 5 levels of performance ranging from Below Basic to Advanced. After considering both sources of baseline data, I determined the following tiers:</p> <p>Below Basic = 13 students Basic = 35 students Approaching Standard = 31 students Meeting Standard = 3 students Advanced = 0 students</p>
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<p>Rigor of Target</p>	<p>Target(s)</p>	<p>I believe that by the end of the year, the majority of my students will be able to write arguments in response to literary and informational text that score between Meeting Standard and Advanced. This would require most students to improve at least two levels higher than their baseline.</p> <p>Below Basic = 0 students Basic = 0 students Approaching Standard = 13 students Meeting Standard = 35 students Advanced = 34 students</p>
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	<p>Rationale for Target(s)</p>	<p>These targets are tiered to reflect students' varying writing skills at the beginning of the year, as evidenced by their portfolios and baseline writing prompts. The targets are rigorous, in that they require <i>all</i> students to demonstrate a <i>consistent</i> improvement in two types of writing, in response to two types of text. In addition, students who initially scored the lowest are expected to improve even more, to close the gap between them and their peers. However, because this type of writing in response to text will be a major focus of the course, the targets are attainable.</p>
<p>Quality of Evidence</p>	<p>Evidence Source(s)</p>	<p>Students will produce two pieces of writing during the first two weeks of June.</p> <p>Week 1: Argument in response to literature Week 2: Argument in response to informational text</p> <p>The texts and writing prompts were developed in consult with the other 6th grade ELA teacher and one 7th grade ELA teacher. They were approved by the English Department Chair.</p> <p>Students will read the pieces of literature or informational text in class, have time to outline their response and select supporting evidence, and respond in writing. Our block scheduling will allow for reading and drafting on Day 1 and revision and completion on Day 2. The other 6th grade ELA teacher, who is sharing this SLO, and I will randomly score our students' writing pieces each week, using the District Writing Rubric. In addition, the English Department Chair has agreed to double-score 10% of writing pieces.</p>