

QUARTER	ESSENTIAL STANDARD	
In English Language Arts classes, there is a great deal of repetition with standards. For example, main idea is introduced in the 1st quarter and will be revisited throughout the year.		
1st Quarter	<b>NWEA Test</b>	
1st Quarter	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	6.4.R.3
1st Quarter	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	6.4.R.5
1st Quarter	Students can identify main ideas and some details to create a summary using details and sequence.	6.2.R.1
1st Quarter	Students can list details that distinguish genre.	6.2.R.2
1st Quarter	Students can identify main ideas and some relevant details to paraphrase with guidance.	6.2.R.3
1st Quarter	Students can interpret how the point of view and perspective affect text with guidance.	6.3.R.2
1st Quarter	Students can explain how key literary elements contribute to the meaning of a text.	6.3.R.3
1st Quarter	<b>Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</b>	6.5.W.1
1st Quarter	Students will evaluate literary devices to support interpretations of literary texts:	6.3.R.4
1st Quarter	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer the meaning of grade-level text.	6.4.R.1
1st Quarter	Narrative Writing: Students will compose narratives reflecting real or imagined experiences.	6.3.W.1
2nd Quarter	Students can identify the structure of a text by making inferences and using textual evidence to support understanding with guidance.	6.3.R.6
2nd Quarter	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	6.4.R.2
2nd Quarter	<b>Students will use intensive and reflexive pronouns.</b>	6.5.W.3
2nd Quarter	Students independently recognize and correct inappropriate shifts in pronoun number and person.	6.5.W.4
2nd Quarter	<b>Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b>	6.5.W.5
2nd Quarter	Informational Writing: Students will compose informa	6.3.W.2
2nd Quarter	Students can analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	6.3.R.7
2nd Quarter	<b>NWEA Test #2</b>	
3rd Quarter	Students can evaluate literary devices to support interpretations of literary texts with guidance: Examples: Similes, Hyperboles, Alliteration, Metaphors, Personification, Onomatopoeia, Oxymoron	6.3.R.4
3rd Quarter	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	6.4.R.4
3rd Quarter	Students independently compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	6.5.W.2
3rd Quarter	<b>ntative Writing: Students will compose argumentative</b>	6.3.W.3
3rd Quarter	Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.	6.3.R.6
3rd Quarter	Students can categorize facts included in an argument as for or against an issue.	6.3.R.5
4th Quarter	<b>Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.</b>	6.6.W.3
4th Quarter	Students will summarize and present information in a report.	6.6.W.4
4th Quarter	Students will refine and formulate a viable research question and/or topic from initial findings.	6.6.W.2
4th Quarter	Test Prep Review	
4th Quarter	<b>NWEA/ State testing</b>	