



2016-2017

6th Grade ELA Pacing Guide

6th Grade Curriculum Team 2016

Bloomfield School District

2016-2017

The Bloomfield Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the focus standards by quarter and unit. Teachers should understand that the focus standards emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will recur across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations. The

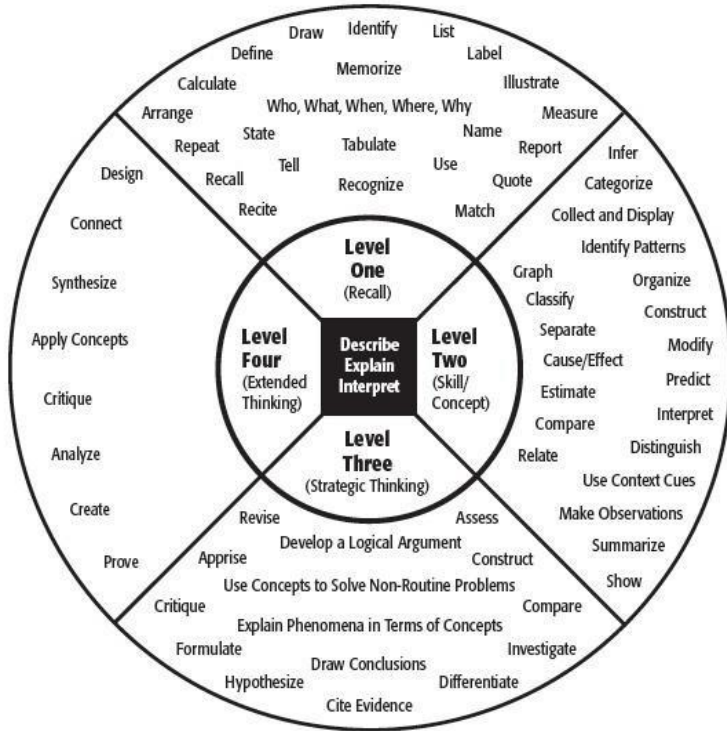
English Language Arts CCSS pacing guides contain the following elements:

- Embedded Standards
- Student Learning Target
- Assessment of Learning Target: I am able to (I can statement or I am able to statements should be visible and where students can see and know their goal : they establish the standard, they understand the teacher expectation and they will try to achieve it.

I can statements are done for teachers in the first quarter but you must develop autonomous statements to help support your learning goals.

- Grade Level: Identify the grade level of the intended standards
- Standard: Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- Standards Code: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- Skills and Knowledge: Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standards.

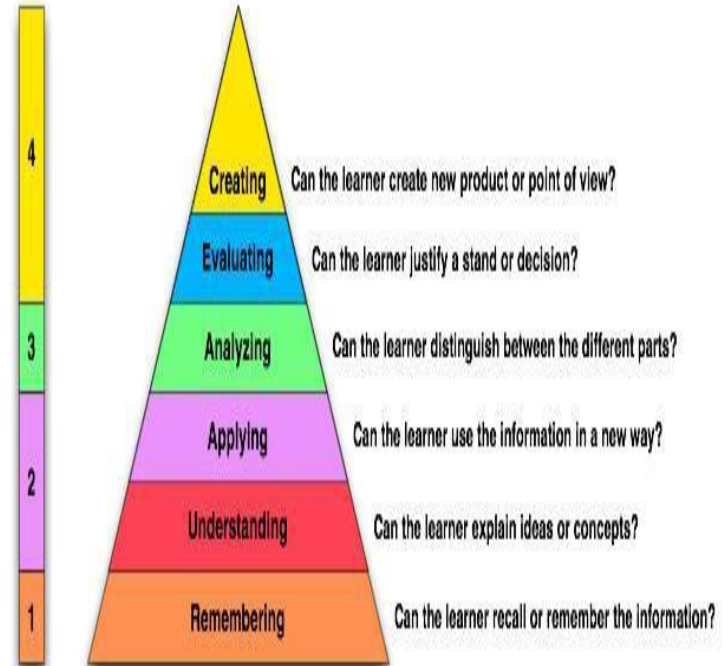
Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wisc.wisc.edu/WAT/index.aspx>>

Relationship between Depth of Knowledge and Bloom's Taxonomy



DoK Levels New Version of Bloom's Taxonomy http://www.ou.edu/educ/llschult/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

Quarterly View of Standards 6th Grade English Language Arts Pacing Guide

“Introduce (I)” will not be on report cards. “Assess (A)” and “Review (R)” will be on report cards. There are no set weeks within the seven-week span to have these done. If teachers are utilizing out new Journey books, they will hit on various ones on various weeks, but they are all hit on if they use the book. This is because ELA is very fluid so the curriculum is more iterated this year.

Reading Literature	1	2	3	4
RL 6.1 (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	I	A	A	A
RL 6.2 (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	A	A	A	A
RL 6.3 (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	A	A	A	A
RL 6.4 (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	A	A	A	A
RL 6.5 (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	A	A	A	A
RL 6.6 (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	I	A	A	A
RL 6.7 (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	I	A	A	A
RL 6.9 (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	I	A	A	A
RL 6.10 (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	A	A	A	A
Reading for Information	1	2	3	4
RI 6.1 (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	I	A	A	A
RI 6.2 (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	A	A	A	A
RI 6.3 (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	A	A	A	A
RI 6.4 (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	A	A	A	A
RI 6.5 (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	A	A	A	A
RI 6.6 (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	I	A	A	A
RI 6.7 College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	I	A	A	A

RI 6.8 (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	I	I	A	A
RI 6.9 (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	I	A	A	A
RI 6.10 (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	A	A	A	A
Writing	1	2	3	4
W 6.1 (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		A	R	A
W 6.2 (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	I	A	R	A
W 6.3 (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	A	R	R	A
W 6.4 (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A	A	A	A
W 6.5 (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	A	A	A	A
W 6.6 (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	A	A	A	A
W 6.7 (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		A	A	A
W 6.8 (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	I	A	A	A
W 6.9 (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	A	A	A
W 6.10 (CCR) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A	A	A	A
Speaking and Listening	1	2	3	4
SL 6.1 (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	A	A	A	A
SL 6.2 (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	I	A	A	A
SL 6.3 (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	A	A	A	A
SL 6.4 (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	A	A	A	A
SL 6.5 (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		A	A	A
SL 6.6 (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	A	A	A	A

Language	1	2	3	4
L 6.1 (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A	R	R	A
L 6.2 (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A	R	R	A
L 6.3 (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	A	R	R	A
L 6.4 (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	A	R	R	A
L 6.5 (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	A	R	R	A
L 6.6 (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	A	R	R	A

Embedding Standards: These standards are year-long ongoing standards that should be taught to mastery by the end of the year.

In every unit, students will:

cite evidence,	analyze content,	study/apply grammar	study/apply vocabulary,	conduct discussions,	and report findings.
RI.6.1 W.6.8	SL.6.2 RI.6.10, RL.6.10	SL.6.2 RI.6.10, RL.6.10	L.1 (A.-E.), L.2 (A.-B.), L.3 (A.-B.)	SL.6.1 (A.-D.)	SL.6.4, SL.6.5, SL.6.6 W.6.2, W.6.6, W.6.10

Essential Question: What’s my purpose for reading and writing? How do I develop it?

Final Product/Assessment: Narrative and expository pieces of writing that apply the writing process.

	Standards	“I can...”	Assessments of Essential Learning Targets	Resources
Weeks 1-7	<p>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 or judgments.</p>	<ul style="list-style-type: none"> • I can identify the central idea and supporting details of a text. • I can provide a non-biased summary of the text based on facts. • I can analyze a text and supporting details to determine theme or central idea. • I can define and understand the influence of personal opinion and judgment when reading a text. • I can recognize particular details used to support the central idea of a text. 	<ul style="list-style-type: none"> • Graphic organizer, e.g. Venn diagram, flow chart, that illustrates similarities and differences or main ideas • A short, three-part compare-contrast essay • A student-created pictorial chart illustrating the central idea or theme • Student paraphrases a selected piece of complex text, verbally or in writing. 	<p>Journeys</p> <p>What is Plot ; Study .com</p> <p>The wolf you feed : Close Reading Exercise</p> <p>Describing Plot</p> <p>Rubrics for Writing</p> <p>Arachne : Origin Myth</p> <p>Rumpelstiltskin Lesson</p> <p>Text Complexity Lesson</p> <p>Close Reading for Teachers</p>
	<p>RL.6.3/RI.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution./ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<ul style="list-style-type: none"> • I can identify the story map within a specific piece of literature to include: exposition, rising action, climax, falling action, resolution. • I can identify character types and traits. • I can describe how a plot unfolds in a series of episodes. • I can explain how character(s) respond or change over the course of the story or drama. • I can identify key ideas about individuals, events and ideas as stated in text. • I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon. • I can analyze evidence in text to support key ideas. 	<ul style="list-style-type: none"> • A student-produced timeline that illustrates the development of an individual/event in a text. • A self and/or peer edited three-part report for an assigned research project with appropriate vocabulary. • A formal rubric used by students and peers to review each other’s work. • Students will record themselves retelling a story using only dialogue • Students produce a typed three-part narrative, a poem, or a drama 	

	<p>RL.6.4/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5/RI.6.5 Analyze how a particular sentence, paragraph, chapter, scene, section, or stanza fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RL.6.10/RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can identify the meaning of words and phrases, including figurative, connotative, and technical as used in text. • I can interpret the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and denotative meanings. • I can analyze the impact of word choice on meaning and tone. • I can determine the various structures of a text (e.g., chronology, comparison, cause/effect and problem/solution). • I can identify the theme, plot, and setting of a text. • I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. • I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of the theme, setting, or plot. • I can identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas. • I can define the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. • I can comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas. • I can use the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. 	<ul style="list-style-type: none"> • A written personal narrative in response to a prompt with appropriate academic vocabulary. • A student-created story map describing a story’s plot and/or change in characters or plot • An editing exercise completed by students (diagnostic) • A graphic organizer that illustrates how a plot unfolds. • Guided small group or book club discussions that describe how characters change over time • A written summary of a story that includes plot development, characters, and/or sequence of events including transitional words. • Reader’s Theater selections • A written narrative using only dialogue • A graphic organizer (T- chart) that identifies literal versus figurative meanings of common phrases, e.g. “water under the bridge” • In writing, students will identify antecedents from a given passage. • Activities that help create class word banks, e. g. synonyms, antonyms, etc. • Given a topic, students write introductory and concluding 	<p>Readers’ Theater Scripts</p> <p>Steve Jobs Lesson Video Support Teacher Discretion</p> <p>The Story of My Life Helen Keller</p> <p>Knowmia Intensive and reflexive pronouns</p> <p>Teacher resource L.6.1.b</p> <p>Writing for an Audience and Purpose RWT</p> <p>ELASTARS resource PPT 1 Figurative Language PPT2 Figurative Language</p> <ul style="list-style-type: none"> • Text Structure Power Point • Kagan Four Text Types • The Comprehensible Classroom (Hispanic)
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	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • I can write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequence. • I can analyze the reason for writing a piece to decide on task, purpose and audience. • Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience. • I can, with some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite and try a new approach. • I can, with some guidance and support from peers and adults, develop and strengthen my writing by planning, revising, editing, rewriting and trying a new approach. • I can download, save, upload, and attach documents. • I can select appropriate word processing tools. • I can select appropriate tools for communicating and collaborating. • I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. • I can use technology, including the Internet, to produce and publish writing. 	<p>paragraphs with a focus on word choice.</p> <ul style="list-style-type: none"> • A cloze activity that demonstrates appropriate word meaning and usage. • A written/typed three- part essay in response to an assigned, non- fiction text. • Given pieces of text that are out of order, students will organize in a logical sequence. • Given pieces of authentic texts, students will analyze and describe reasons the text is effective and informative. • A student produces a digital document (e.g. presentation, slideshow) that focuses on a topic with appropriate formatting and graphics. A student produces a piece of writing that draws information from multiple resources that are cited appropriately. • In small groups, students produce and share a graphic organizer that interprets information from different formats. • Students highlight selected text that identifies central ideas and supporting evidence and rank the evidence in order of importance. • Students produce a self/peer edited piece of writing that is coherent, well-developed and organized. 	<p>Non Fiction Integrating Learning Formats</p> <p>Minecraft Lesson connected to interpreting information formats.</p> <p>LearnZillion Order reasons to best prove a claim</p> <ul style="list-style-type: none"> • Creating a Counter Argument • The Diary of Anne Frank : Thematic <p>The PBS Thematic unit on Ann Frank</p> <p>Journal Prompts</p> <p>Rachel's Challenge</p> <p>NASA Thematic Unit</p> <p>Climate Change</p>
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	<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear</p>	<ul style="list-style-type: none"> • I can use technology to interact and collaborate with others. • I can use keyboarding skills to type three or more pages in a single sitting. • I can identify task, purpose and audience for various types of writing. • I can identify the organizational structures for various types of writing. • I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience. • I can write for various tasks, purposes, and audiences over both extended and shorted time frames • I can engage effectively in a range of collaborative discussions. • I can define and identify arguments, claims, reasons, and evidence. • I can distinguish between supported and unsupported claims. • I can identify a speaker's argument and specific claims. • I can identify findings, claims, descriptions, acts, and details. • I can identify appropriate eye contact, adequate volume, and clear pronunciation. • I can determine logical sequence, important descriptions, facts and details that accentuate 	<ul style="list-style-type: none"> • Students use editing checklist that covers the writing process. • A written one-paragraph response to a read-aloud or cold prompt to identify fact versus opinion. • A digital presentation on an assigned topic • Students will restate and answer a question with explanation, while citing evidence from the text • In whole-class, small- group, and/or pair-share discussions, students will share sources that support positions on a given topic. • Student paraphrases a selected piece of complex text, verbally or in writing. • A student produced graphic organizer that shows main idea and supporting details. • A typed summary of a piece of informational text. • Given a piece of text, students will write a relevant concluding statement or paragraph. • A student-prepared annotated bibliography from multiple sources that supports an assigned research topic. • Students will produce a response that explains the figurative, connotative, or technical meaning of selected readings. (e.g. poetry, lyrics, 	<p>Moral and Political challenges</p> <p>Teacher Resource Citing Textual Evidence</p> <p>Prezi Resource</p> <p>Learn Zillion Lesson</p> <p>Engage NY Resources</p> <p>Determine the Central Idea of a text. Learn Zillion</p> <p>EReading Teacher Resource</p> <p>EReading Teacher Resource Order the information in informational writing. Thoughtful Learning</p> <p>How do you figure Ereading</p>
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	<p>pronunciation.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>ideas or themes.</p> <ul style="list-style-type: none"> • I can give oral presentation to present claims and findings sequencing ideas logically, using important descriptions, facts and details to accentuate main ideas or themes. • I can use o appropriate eye contact, adequate volume, and clear pronunciation. • I can identify formal and informal settings. • I can describe the qualities of formal speech and informal speech. • I can distinguish between formal and informal speech. • I can determine if formal or informal speech is appropriate in the context of a given situation. • I can adapt speech to a given context or task when speaking. • I can demonstrate correct use of formal English when appropriate. • I can recognize conventions of language for: writing, speaking, reading and listening. • I can apply knowledge of language when writing, reading and listening. • I can apply knowledge of language conventions 	<p>rap, reader’s theater, etc.)</p> <ul style="list-style-type: none"> • Students will verbally explain an author’s point of view with text examples. • A student produced graphic organizer that illustrates the structure of the main idea. • Students produce a research paper that is coherent, well-developed and organized. • Produce a graphic organizer that identifies details that support the central idea of a passage. • A short oral presentation using content-specific vocabulary. • A student-prepared bibliography from multiple sources that supports an assigned research topic. • A rough draft of a research paper that illustrates the writing process. • A self and/or peer edited three-part report for an assigned research project with appropriate vocabulary. • A formal rubric used by students and peers to review each others’ work. • Students write a summary of selected text. • Students produce outlined notes of a selected text. • Use of a graphic organizer to compare 	<p>Worksheets Persuade, Entertain, Share and Inform Study Guide</p> <p>Informative Speech Prompts</p> <p>Presentation Magazine</p> <p>Reading Informational Text E Reading to support Text structure</p>
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	<p>L.6.4 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.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.6.6 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.</p>	<p>when writing, reading and listening.</p> <ul style="list-style-type: none"> • I can use knowledge of language and its conventions when writing, reading, listening and speaking. • I can choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. • I can identify general academic and domain specific words and phrases that are grade appropriate. • I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression. • I can make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words. • I can apply and use knowledge of vocabulary when considering words and phrase important to comprehension of expression. • I can select appropriate resources to aid in gathering vocabulary knowledge. 	<p>and contrast relationships, claims and reasons.</p> <ul style="list-style-type: none"> • Students produce a written conclusion based on presented argument(s). • Students produce a self/peer edited concluding paragraph. • A student produced graphic organizer that illustrates the development of an argument. • A student prepared graphic organizer in response to a presentation • Students deliver a persuasive speech on an assigned topic. • Students highlight selected text to identify transitional words, phrases, and clauses to convey sequence. • Given pieces of text that are out of order, students will organize in a logical sequence. • In whole-class, small-group, and/or pair-share discussions, students will share evidence that supports the inferences they make. • Given a piece of selected text, students will identify impactful words and describe how they contribute to the tone of 	
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			<p>the piece.</p> <ul style="list-style-type: none"> • After reading an editorial, students will identify the words that convey multiple meanings. • Given a simple statement, students will rewrite it to convey a more complex mental image (show instead of tell) 	
Quarter 1, Weeks 8-9 Common Interim Assessment (CIA), Reteach/Enrich				

Quarter 2					
Embedding Standards: These standards are year-long ongoing standards that should be taught to mastery by the end of the year.					
In every unit, students will:					
cite evidence,	analyze content,	study/apply grammar	study/apply vocabulary,	conduct discussions,	and report findings.
RI.6.1 W.6.8	SL.6.2 RI.6.10, RL.6.10	SL.6.2 RI.6.10, RL.6.10	L.1 (A.-E.), L.2 (A.-B.), L.3 (A.-B.)	SL.6.1 (A.-D.)	SL.6.4, SL.6.5, SL.6.6 W.6.2, W.6.6, W.6.10
Essential Question: What's my purpose for reading and writing? How do I develop it?					
Final Product/Assessment: Narrative and expository pieces of writing that apply the writing process.					
Weeks	Standards	"I can..."	Assessments of Essential Learning Targets	Resources	

<p>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.</p> <p>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 or judgments.</p> <p>RL.6.3/RI.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution./ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RL.6.4/RI.6.4 Determine the meaning of words and phrases as they are used in a text,</p>	<ul style="list-style-type: none"> • I can recognize explicit textual evidence and inferences made in text. • I can analyze text to cite textual evidence which is explicitly stated and infer. <ul style="list-style-type: none"> • I can identify the central idea and supporting details of a text. • I can provide a non-biased summary of the text based on facts. • I can analyze a text and supporting details to determine theme or central idea. • I can define and understand the influence of personal opinion and judgment when reading a text. • I can recognize particular details used to support the central idea of a text. <ul style="list-style-type: none"> • I can identify the story map within a specific piece of literature to include: exposition, rising action, climax, falling action, resolution. • I can identify character types and traits. • I can describe how a plot unfolds in a series of episodes. • I can explain how character(s) respond or change over the course of the story or drama. • I can identify key ideas about individuals, events and ideas as stated in text. • I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon. • I can analyze evidence in text to support key ideas. <ul style="list-style-type: none"> • I can identify the meaning of words and phrases, including figurative, connotative, and technical as used in text. 		
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<p>including figurative connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5/RI.6.5 Analyze how a particular sentence, paragraph, chapter, scene, section, or stanza fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RL.6.6/RI.6.6 Determine an author's/narrator's/speaker point of view or purpose in a text and explain how it is developed and conveyed in the text.</p> <p>RL.6.7/RI.6.7 Compare and contrast the experience</p>	<ul style="list-style-type: none"> • I can interpret the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and denotative meanings. • I can analyze the impact of word choice on meaning and tone. • I can determine the various structures of a text (e.g., chronology, comparison, cause/effect and problem/solution). • I can identify the theme, plot, and setting of a text. • I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. • I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of the theme, setting, or plot. • I can recognize strategies authors use to develop point of view, (e.g., revealing character's thoughts and actions, dialogue, and what other characters say or think about that character). • I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker. • I can compare and contrast point of view of the narrator or characters in a text. • I can identify details or examples in a text where the author develops the point of view or purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. • I can define compare and contrast. 		
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	<p>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./ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RL.6.9/RI.6.9 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.</p> <p>RL.6.10/RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can recognize multiple text formats: audio, video, live version, and written and how to access them. • I can determine the similarities of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can determine the differences of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can contrast what is seen/heard in text when reading, watching or listening. • I can combine information taken from various media, formats, or text. <ul style="list-style-type: none"> • I can identify the characteristics of different genres. • I can compare and contrast how two or more stories of the same genre approach a similar theme and/or topic. • I can compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person). <ul style="list-style-type: none"> • I can identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas. • I can define the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. • I can comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas. • I can use the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. 		
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<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>	<ul style="list-style-type: none"> • I can identify claims, reasons and relevant evidence within text. • I can identify components of informative/explanatory text. • I can write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through text selection, organization, and analysis of relevant content. • I can analyze the reason for writing a piece to decide on task, purpose and audience. • Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience. • I can, with some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite and try a new approach. • I can, with some guidance and support from peers and adults, develop and strengthen my writing by planning, revising, editing, rewriting and trying a new approach. • I can download, save, upload, and attach documents. • I can select appropriate word processing tools. • I can select appropriate tools for communicating and collaborating. 		
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	<p>command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> • I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. • I can use technology, including the Internet, to produce and publish writing. • I can use technology to interact and collaborate with others. • I can use keyboarding skills to type three or more pages in a single sitting. <ul style="list-style-type: none"> • I can apply appropriate research and inquiry methods to conduct a research project. • I can apply multiple resources to conduct short research projects. • I can determine sources to answer a research question. • I can narrow/refocus the inquiry by selecting information from multiple sources, which will support or justify the answer. • I can conduct steps for research to answer a question. • I can conduct a short research project to answer a question, with appropriate information derived from research in a variety of sources. <ul style="list-style-type: none"> • I can recognize a credible source. • I can define plagiarism. • I can quote information from a source. • I can identify and provide basic bibliographic information for sources. • • I can gather relevant information from print and digital sources. • I can paraphrase the data and conclusions of 		
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	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>others.</p> <ul style="list-style-type: none"> • I can assess the credibility of each source. • I can determine when and how to credit sources to avoid plagiarism. <ul style="list-style-type: none"> • I can draw evidence from literary or informational text to support analysis, reflection and research. <ul style="list-style-type: none"> • I can identify task, purpose and audience for various types of writing. • I can identify the organizational structures for various types of writing. • I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience. • I can write for various tasks, purposes, and audiences over both extended and shorted time frames <ul style="list-style-type: none"> • I can engage effectively in a range of collaborative discussions. <ul style="list-style-type: none"> • I can identify details and information that contribute to the topic, text, or issue of various media formats. • I can interpret information presented in various media and formats. • I can explain how information contributes to a 		
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	<p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>topic, text, or issue.</p> <ul style="list-style-type: none"> • I can define and identify arguments, claims, reasons, and evidence. • I can distinguish between supported and unsupported claims. • I can identify a speaker’s argument and specific claims. <ul style="list-style-type: none"> • I can identify findings, claims, descriptions, acts, and details. • I can identify appropriate eye contact, adequate volume, and clear pronunciation. • I can determine logical sequence, important descriptions, facts and details that accentuate ideas or themes. • I can give oral presentation to present claims and findings sequencing ideas logically, using important descriptions, facts and details to accentuate main ideas or themes. • I can use o appropriate eye contact, adequate volume, and clear pronunciation. <ul style="list-style-type: none"> • I can recognize multimedia components such as: graphics, images, music and sound. • I can clarify information. • I can determine what multimedia components will best clarify information in presentations (graphics, images, music, sound). • I can determine what visual displays will best clarify information in presentations. • I can include technology in a presentation to clarify information with multiple components to include: music, images, graphics and sound. • I can incorporate visual displays in a presentation to clarify information. 		
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	<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • I can identify formal and informal settings. • I can describe the qualities of formal speech and informal speech. • I can distinguish between formal and informal speech. • I can determine if formal or informal speech is appropriate in the context of a given situation. • I can adapt speech to a given context or task when speaking. <p>I can demonstrate correct use of formal English when appropriate.</p>		
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Quarter 2, Weeks 8-9, Common Interim Assessment (CIA), Reteach/Enrich

Quarter 3

Embedding Standards: These standards are year-long ongoing standards that should be taught to mastery by the end of the year.

In every unit, students will:

cite evidence,	analyze content,	study/apply grammar	study/apply vocabulary,	conduct discussions,	and report findings.
RI.6.1 W.6.8	SL.6.2 RI.6.10, RL.6.10	SL.6.2 RI.6.10, RL.6.10	L.1 (A.-E.), L.2 (A.-B.), L.3 (A.-B.)	SL.6.1 (A.-D.)	SL.6.4, SL.6.5, SL.6.6 W.6.2, W.6.6, W.6.10

Essential Question: What's my purpose for reading and writing? How do I develop it?

Final Product/Assessment: Narrative and expository pieces of writing that apply the writing process.

	Standards	"I can..."	Assessments of Essential Learning Targets	Resources
Weeks 1-7	<p>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.</p> <p>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 or judgments.</p>	<ul style="list-style-type: none"> • I can recognize explicit textual evidence and inferences made in text. • I can analyze text to cite textual evidence which is explicitly stated and infer. • I can identify the central idea and supporting details of a text. • I can provide a non-biased summary of the text based on facts. • I can analyze a text and supporting details to determine theme or central idea. • I can define and understand the influence of personal opinion and judgment when reading a text. 		

	<p>RL.6.3/RI.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution./ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RL.6.4/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5/RI.6.5 Analyze how a particular sentence, paragraph, chapter, scene, section, or stanza fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>	<ul style="list-style-type: none"> • I can recognize particular details used to support the central idea of a text. • I can identify the story map within a specific piece of literature to include: exposition, rising action, climax, falling action, resolution. • I can identify character types and traits. • I can describe how a plot unfolds in a series of episodes. • I can explain how character(s) respond or change over the course of the story or drama. • I can identify key ideas about individuals, events and ideas as stated in text. • I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon. • I can analyze evidence in text to support key ideas. • I can identify the meaning of words and phrases, including figurative, connotative, and technical as used in text. • I can interpret the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and denotative meanings. • I can analyze the impact of word choice on meaning and tone. • I can determine the various structures of a text (e.g., chronology, comparison, cause/effect and problem/solution). • I can identify the theme, plot, and setting of a text. • I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of 		
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	<p>RL.6.6/RI.6.6 Determine an author’s/narrator’s/speaker point of view or purpose in a text and explain how it is developed and conveyed in the text.</p> <p>RL.6.7/RI.6.7 Compare 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./ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 Trace and evaluate the argument and</p>	<p>a text.</p> <ul style="list-style-type: none"> • I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of the theme, setting, or plot. • I can recognize strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, and what other characters say or think about that character). • I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker. • I can compare and contrast point of view of the narrator or characters in a text. • I can identify details or examples in a text where the author develops the point of view or purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. • I can define compare and contrast. • I can recognize multiple text formats: audio, video, live version, and written and how to access them. • I can determine the similarities of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can determine the differences of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can contrast what is seen/heard in text when reading, watching or listening. • I can combine information taken from various media, formats, or text. • I can define the terms argument and claim. • I can identify the argument in a text. 		
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	<p>specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RL.6.9/RI.6.9 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.</p> <p>RL.6.10/RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization,</p>	<ul style="list-style-type: none"> • I can identify the claim in a text. • I can identify reasons and evidence in the text. • I can locate the argument and specific claims in a text. • I can distinguish between supported and unsupported claims. • I can evaluate the argument and its specific claims in a text. <ul style="list-style-type: none"> • I can identify the characteristics of different genres. • I can compare and contrast how two or more stories of the same genre approach a similar theme and/or topic. • I can compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person). <ul style="list-style-type: none"> • I can identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas. • I can define the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. • I can comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas. • I can use the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. <ul style="list-style-type: none"> • I can analyze the reason for writing a piece to decide on task, purpose and audience. 		
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	<p>and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience. • I can, with some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite and try a new approach. • I can, with some guidance and support from peers and adults, develop and strengthen my writing by planning, revising, editing, rewriting and trying a new approach. • I can download, save, upload, and attach documents. • I can select appropriate word processing tools. • I can select appropriate tools for communicating and collaborating. • I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. • I can use technology, including the Internet, to produce and publish writing. • I can use technology to interact and collaborate with others. • I can use keyboarding skills to type three or more pages in a single sitting. 		
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	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<ul style="list-style-type: none"> • I can apply appropriate research and inquiry methods to conduct a research project. • I can apply multiple resources to conduct short research projects. • I can determine sources to answer a research question. • I can narrow/refocus the inquiry by selecting information from multiple sources, which will support or justify the answer. • I can conduct steps for research to answer a question. • I can conduct a short research project to answer a question, with appropriate information derived from research in a variety of sources. <ul style="list-style-type: none"> • I can recognize a credible source. • I can define plagiarism. • I can quote information from a source. • I can identify and provide basic bibliographic information for sources. • • I can gather relevant information from print and digital sources. • I can paraphrase the data and conclusions of others. • I can assess the credibility of each source. • I can determine when and how to credit sources to avoid plagiarism. <ul style="list-style-type: none"> • I can draw evidence from literary or informational text to support analysis, reflection and research. 		
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	<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> • I can identify task, purpose and audience for various types of writing. • I can identify the organizational structures for various types of writing. • I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience. • I can write for various tasks, purposes, and audiences over both extended and shorted time frames <ul style="list-style-type: none"> • I can engage effectively in a range of collaborative discussions. <ul style="list-style-type: none"> • I can identify details and information that contribute to the topic, text, or issue of various media formats. • I can interpret information presented in various media and formats. • I can explain how information contributes to a topic, text, or issue. <ul style="list-style-type: none"> • I can define and identify arguments, claims, reasons, and evidence. • I can distinguish between supported and unsupported claims. • I can identify a speaker's argument and specific claims. 		
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	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • I can identify findings, claims, descriptions, acts, and details. • I can identify appropriate eye contact, adequate volume, and clear pronunciation. • I can determine logical sequence, important descriptions, facts and details that accentuate ideas or themes. • I can give oral presentation to present claims and findings sequencing ideas logically, using important descriptions, facts and details to accentuate main ideas or themes. • I can use o appropriate eye contact, adequate volume, and clear pronunciation. <ul style="list-style-type: none"> • I can recognize multimedia components such as: graphics, images, music and sound. • I can clarify information. • I can determine what multimedia components will best clarify information in presentations (graphics, images, music, sound). • I can determine what visual displays will best clarify information in presentations. • I can include technology in a presentation to clarify information with multiple components to include: music, images, graphics and sound. • I can incorporate visual displays in a presentation to clarify information. <ul style="list-style-type: none"> • I can identify formal and informal settings. • I can describe the qualities of formal speech and informal speech. • I can distinguish between formal and informal speech. • I can determine if formal or informal speech is appropriate in the context of a given situation. 		
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		<ul style="list-style-type: none"> I can adapt speech to a given context or task when speaking. I can demonstrate correct use of formal English when appropriate. 		
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Quarter 3, Weeks 8-9, Common Interim Assessment (CIA), Reteach/Enrich

Quarter 4

Embedding Standards: These standards are year-long ongoing standards that should be taught to mastery by the end of the year.

In every unit, students will:

cite evidence,	analyze content,	study/apply grammar	study/apply vocabulary,	conduct discussions,	and report findings.
RI.6.1 W.6.8	SL.6.2 RI.6.10, RL.6.10	SL.6.2 RI.6.10, RL.6.10	L.1 (A.-E.), L.2 (A.-B.), L.3 (A.-B.)	SL.6.1 (A.-D.)	SL.6.4, SL.6.5, SL.6.6 W.6.2, W.6.6, W.6.10

Essential Question: What’s my purpose for reading and writing? How do I develop it?

Final Product/Assessment: Narrative and expository pieces of writing that apply the writing process.

	Standards	“I can...”	Assessments of Essential Learning Targets	Resources
Weeks 1-7	<p>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.</p>	<ul style="list-style-type: none"> I can recognize explicit textual evidence and inferences made in text. I can analyze text to cite textual evidence which is explicitly stated and infer. 		
	<p>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 or judgments.</p>	<ul style="list-style-type: none"> I can identify the central idea and supporting details of a text. I can provide a non-biased summary of the text based on facts. I can analyze a text and supporting details to determine theme or central idea. I can define and understand the influence of personal opinion and judgment when reading a text. I can recognize particular details used to support the central idea of a text. 		
	<p>RL.6.3/RI.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters</p>	<ul style="list-style-type: none"> I can identify the story map within a specific piece of literature to include: exposition, rising action, climax, falling action, resolution. 		

	<p>respond or change as the plot moves toward a resolution./ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RL.6.4/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5/RI.6.5 Analyze how a particular sentence, paragraph, chapter, scene, section, or stanza fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RL.6.6/RI.6.6 Determine an</p>	<ul style="list-style-type: none"> • I can identify character types and traits. • I can describe how a plot unfolds in a series of episodes. • I can explain how character(s) respond or change over the course of the story or drama. • I can identify key ideas about individuals, events and ideas as stated in text. • I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon. • I can analyze evidence in text to support key ideas. <ul style="list-style-type: none"> • I can identify the meaning of words and phrases, including figurative, connotative, and technical as used in text. • I can interpret the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and denotative meanings. • I can analyze the impact of word choice on meaning and tone. <ul style="list-style-type: none"> • I can determine the various structures of a text (e.g., chronology, comparison, cause/effect and problem/solution). • I can identify the theme, plot, and setting of a text. • I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. • I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of the theme, setting, or plot. <ul style="list-style-type: none"> • I can recognize strategies authors use to develop 		
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	<p>author's/narrator's/speaker point of view or purpose in a text and explain how it is developed and conveyed in the text.</p> <p>RL.6.7/RI.6.7 Compare 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./ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 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.</p>	<p>point of view, (e.g., revealing character's thoughts and actions, dialogue, and what other characters say or think about that character).</p> <ul style="list-style-type: none"> • I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker. • I can compare and contrast point of view of the narrator or characters in a text. • I can identify details or examples in a text where the author develops the point of view or purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. <ul style="list-style-type: none"> • I can define compare and contrast. • I can recognize multiple text formats: audio, video, live version, and written and how to access them. • I can determine the similarities of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can determine the differences of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. • I can contrast what is seen/heard in text when reading, watching or listening. • I can combine information taken from various media, formats, or text. <ul style="list-style-type: none"> • I can define the terms argument and claim. • I can identify the argument in a text. • I can identify the claim in a text. • I can identify reasons and evidence in the text. • I can locate the argument and specific claims in a text. • I can distinguish between supported and unsupported claims. • I can evaluate the argument and its specific 		
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	<p>RL.6.9/RI.6.9 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.</p> <p>RL.6.10/RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>claims in a text.</p> <ul style="list-style-type: none"> • I can identify the characteristics of different genres. • I can compare and contrast how two or more stories of the same genre approach a similar theme and/or topic. • I can compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person). • I can identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas. • I can define the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. • I can comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas. • I can use the following reading strategies: making connections, visualizing, predicting, questioning, evaluating, and clarifying. • I can identify claims, reasons and relevant evidence within text. • I can identify components of informative/explanatory text. • I can write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through text selection, organization, and analysis of relevant content. 		
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	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • I can write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequence. • I can analyze the reason for writing a piece to decide on task, purpose and audience. • Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience. • I can, with some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite and try a new approach. • I can, with some guidance and support from peers and adults, develop and strengthen my writing by planning, revising, editing, rewriting and trying a new approach. • I can download, save, upload, and attach documents. • I can select appropriate word processing tools. • I can select appropriate tools for communicating and collaborating. • I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. 		
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	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> • I can use technology, including the Internet, to produce and publish writing. • I can use technology to interact and collaborate with others. • I can use keyboarding skills to type three or more pages in a single sitting. <ul style="list-style-type: none"> • I can apply appropriate research and inquiry methods to conduct a research project. • I can apply multiple resources to conduct short research projects. • I can determine sources to answer a research question. • I can narrow/refocus the inquiry by selecting information from multiple sources, which will support or justify the answer. • I can conduct steps for research to answer a question. • I can conduct a short research project to answer a question, with appropriate information derived from research in a variety of sources. <ul style="list-style-type: none"> • I can recognize a credible source. • I can define plagiarism. • I can quote information from a source. • I can identify and provide basic bibliographic information for sources. • • I can gather relevant information from print and digital sources. • I can paraphrase the data and conclusions of others. • I can assess the credibility of each source. • I can determine when and how to credit sources 		
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	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 Delineate a speaker's argument and</p>	<p>to avoid plagiarism.</p> <ul style="list-style-type: none"> • I can draw evidence from literary or informational text to support analysis, reflection and research. • I can identify task, purpose and audience for various types of writing. • I can identify the organizational structures for various types of writing. • I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience. • I can write for various tasks, purposes, and audiences over both extended and shorted time frames • I can engage effectively in a range of collaborative discussions. • I can identify details and information that contribute to the topic, text, or issue of various media formats. • I can interpret information presented in various media and formats. • I can explain how information contributes to a topic, text, or issue. 		
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	<p>specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> • I can define and identify arguments, claims, reasons, and evidence. • I can distinguish between supported and unsupported claims. • I can identify a speaker’s argument and specific claims. <ul style="list-style-type: none"> • I can identify findings, claims, descriptions, acts, and details. • I can identify appropriate eye contact, adequate volume, and clear pronunciation. • I can determine logical sequence, important descriptions, facts and details that accentuate ideas or themes. • I can give oral presentation to present claims and findings sequencing ideas logically, using important descriptions, facts and details to accentuate main ideas or themes. • I can use o appropriate eye contact, adequate volume, and clear pronunciation. <ul style="list-style-type: none"> • I can recognize multimedia components such as: graphics, images, music and sound. • I can clarify information. • I can determine what multimedia components will best clarify information in presentations (graphics, images, music, sound). • I can determine what visual displays will best clarify information in presentations. • I can include technology in a presentation to clarify information with multiple components to include: music, images, graphics and sound. • I can incorporate visual displays in a presentation to clarify information. 		
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	<p>and content, choosing flexibly from a range of strategies.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.6.6 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.</p>	<ul style="list-style-type: none"> • I can identify general academic and domain specific words and phrases that are grade appropriate. • I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression. • I can make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words. • I can apply and use knowledge of vocabulary when considering words and phrase important to comprehension of expression. <p>I can select appropriate resources to aid in gathering vocabulary knowledge.</p>		
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Quarter 4, Weeks 8-9, Common Interim Assessment (CIA), Reteach/Enrich