

	Essential Standards	Essential Standard (s) Learning Targets	Supporting Standards	Supporting Standard (s) Learning Targets
<p>Unit: 1</p> <p>Review</p> <p>Estimated Teaching Time: 5 Weeks</p> <p>Texts: Short Stories and Articles</p>	<p>6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text that is distinct from personal opinion or judgements.</p> <p>6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text that is distinct from personal opinion or judgements.</p>	<p>W4</p> <p>I can write a Short constructed response.</p> <p>I can write a topic sentence that clearly restates and answers a given prompt.</p> <p>I can develop my answer with clear, relevant evidence.</p> <p>I can explain the connection between my answer and my evidence.</p> <p>I can organize my ideas logically.</p> <p>I can end with response with a concluding/summary statement.</p> <p>RL2/RI2</p> <p>I can infer the theme or central idea of a text based on the details in a text and explain the details that support the theme/central idea.</p> <p>I can determine the main ideas and key details of a text and use them in a summary.</p>	<p>6RL10/6RI10: Read and comprehend literary and informational texts within the sixth-grade band proficiently with scaffolding as needed at the high end of the range.</p> <p>6L4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on sixth grade reading and content choosing flexibly between a range of strategies.</p> <ul style="list-style-type: none"> a. Context clues b. Greek and Latin Roots c. Reference Materials 	<p>RL10/RI10</p> <p>I can summarize literary and informational texts.</p> <p>I can identify author’s purpose.</p> <p>I can demonstrate reading comprehension through a Reading Requirement each nine weeks. The focus will be on fiction and non-fiction texts.</p> <p>L4</p> <p>I can use context clues to determine the meaning of words or phrases.</p> <p>I can use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of words.</p> <p>I can consult reference materials to learn the pronunciation and meaning of a word as well as verify an initial prediction of the meaning of a word or phrase.</p>

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<p>Unit: 2A</p> <p>Estimated Teaching Time: 4.5 Weeks</p> <p>Texts: Milkweed and Informational Articles</p>	<p>6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>RL3: Describe how a particular story's plot unfolds in a series of episodes as well as how the character's respond or change as the plot moves toward resolution.</p>	<p>W3</p> <p>I can develop characters through interactions, actions and thoughts in a narrative. (characterization/character traits)</p> <p>I can develop audience and purpose by connecting characters, events and sequence of events in a narrative. (plot)</p> <p>I can compose a narrative that logically develops the audience, speaker and purpose of the narrative through the characters, details, and sequence of events.</p> <p>I can determine and develop dialogue and visual details of scenes, objects, and people in their narrative writing.</p> <p>I can compose details that depict specific actions (e.g., movements, gestures, postures and expressions).</p> <p>I can use appropriate pacing so the narrative unfolds naturally.</p> <p>I can determine and use a variety of transitions appropriate for the writing (e.g. sequence, time shift, setting shift).</p> <p>I can use precise words, descriptive details and sensory language to elaborate on ideas in writing.</p>	<p>RL 4: Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6RL10/6RI10: Read and comprehend literary and informational texts within the sixth-grade band proficiently with scaffolding as needed at the high end of the range.</p>	<p>RL4</p> <p>I can identify types of figurative language such as similes, metaphors, idioms, hyperbole, and personification.</p> <p>I can explain how the author's use of figurative language and specific word choice impacts (influence) the meaning and tone of the text.</p> <p>RL6</p> <p>I can determine the point(s) of view in a text.</p> <p>I can determine how the point(s) of view affects the reader.</p> <p>I can explain how the point(s) of view affects author's development of characters, plot, and theme(s).</p> <p>I can demonstrate reading comprehension through a Reading Requirement each nine weeks. The focus will be on fiction and non-fiction texts.</p>

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		<p>I can develop an appropriate conclusion to a story.</p> <p>RL3 I can identify the stages of plot development: conflict, exposition, rising action, climax, falling action, and resolution in a text.</p> <p>I can retell the series of plot events in chronological order.</p> <p>I can identify characters' responses to events and interactions with other characters.</p> <p>I can describe how characters respond and change as the plot moves forward, and how events relate to characters.</p> <p>I can describe the relationship between events in the plot as they lead to the resolution.</p> <p>I can describe the change in the characters as they reach the resolution.</p>		
<p>Unit: 2B</p> <p>Estimated Teaching Time: 4.5 Weeks</p> <p>Texts:</p>	<p>6W2: 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>RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>W2 I can write an organized, multi-paragraph essay that includes the following:</p> <ol style="list-style-type: none"> Introduction- Hook, Background Information, Thesis Statement. 3 Body Paragraphs- Transition, Topic Sentence, Supporting Details, Closing Statement. 	<p>W8: 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>RI5: Analyze how a particular sentence, paragraph, chapter, or</p>	<p>W8 I can determine the credibility of a source.</p> <p>I can determine when to cite a source.</p> <p>I can demonstrate the difference between print source citations and digital source citations.</p>

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		<p>c. Conclusion- Transition, Restatement of thesis statement, Review of main points, Clincher/Concluding Sentence.</p> <p>RI1 I can draw conclusions and inferences about what a text states.</p> <p>I can support an analysis, inference, conclusion with explicit and implied textual evidence.</p> <p>I can quote or paraphrase from a text to support my analysis, conclusion, or inference.</p> <p>I can create an original response that does not plagiarize the original text.</p>	<p>section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>L3: Use knowledge of language and its conventions when writing, speaking, or listening.</p>	<p>I can quote or paraphrase relevant information obtained from credible print and digital sources.</p> <p>I can compile a works cited page.</p> <p>RI5 I can describe and explain the overall structure of a text.</p> <p>I can cite examples from the text that authenticate the text structure and explain how each example proves the structure.</p> <p>L3 I can identify a complete sentence.</p> <p>I can explain the difference between a phrase and a clause.</p> <p>I can explain the difference between dependent and independent clauses.</p> <p>I can identify the manner in which a sentence is composed.</p> <p>I can create a piece of writing that includes a variety of sentence structures.</p>
<p>Unit: 3</p> <p>Estimated Teaching Time: 9 Weeks</p> <p>Texts:</p>	<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RI8: 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>W1 I can develop arguments with a clearly introduced claim.</p> <p>I can develop claims with reasons and evidence.</p> <p>I can identify relevant evidence and credible sources.</p>	<p>6RL10/6RI10: Read and comprehend literary and informational texts within the sixth-grade band proficiently with scaffolding as needed at the high end of the range.</p> <p>RI9: Compare and contrast one author's presentation</p>	<p>RL10/RI10 I can demonstrate my reading comprehension through a Reading Requirement each nine weeks. The focus will be on fiction and non-fiction.</p> <p>RI9</p>

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		<p>I can effectively employ transitional words, phrases and clauses that clarify relationships between ideas.</p> <p>I can maintain a formal style.</p> <p>I can provide a concluding statement or section that follows from the argument presented.</p> <p>RI.8</p> <p>I can identify the author's argument and specific claims in a text.</p> <p>I can identify how the author's evidence supports the argument and specific claims in a text.</p> <p>I can trace the development of the author's argument and specific claims in a text.</p> <p>I can evaluate an argument critically using criteria based on sufficient support, credibility, balanced position (objectivity), logical reasoning, and clear language.</p> <p>I can evaluate the author's use of evidence and its credibility in supporting the author's claim.</p>	<p>of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>I can compare and contrast the presentation of the same event by two different authors.</p> <p>I can distinguish between fact and opinion.</p> <p>I can recognize differing viewpoints.</p> <p>I can explain why one author's presentation of events differs from that of another author.</p>
<p>Unit: 4</p> <p>Estimated Teaching Time: 9 Weeks</p> <p>Texts:</p>	<p>RL9: 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. (Mythology/Fantasy)</p>	<p>RI.9</p> <p>I can determine the topic of a text.</p> <p>I can identify a theme within a text.</p> <p>I can compare and contrast how similar themes and topics are addressed in different genres of text.</p>	<p>L5(c): Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</p>	<p>L5(c)</p> <p>I can determine that connotation refers to the ideas and feelings associated with the meaning of a word when spoken or written.</p> <p>I can determine that a word can have a positive, negative, or neutral connotation (e.g., weak has a</p>

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				<p>negative connotation when it is referring to a lack of strength in character).</p> <p>I know that denotation refers to the literal or dictionary definition of a word.</p> <p>I can determine that words may have similar meanings, but their connotative meanings may be very different (e.g., stingy vs. thrifty).</p> <p>I can understand that the connotative meanings of words can influence an audience's emotions or reaction to what was read or heard.</p>
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