

6th Grade ELA Timeline

Macon County 2017/2018

1st Nine Weeks

Standard	Learning Target	
RL	Reading (Literature)	
6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make inferences.	
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	I can determine the central ideas or themes of a text and analyze their development. I can summarize the key supporting details and ideas.	
6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	I can describe how a story's or a drama's plot unfolds in a series of episodes. I can describe how the characters respond or change by the end of the story.	
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	I can determine the figurative and connotative meanings of words used in text. I can analyze the impact on the specific word choice of meaning and tone.	
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	I can analyze how a sentence, chapter, scene, or stanza fits into the structure of a text. I can determine how the sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.	

<p>6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p>	<p>I can explain how the author develops point of view.</p>	
<p>RL.6.76.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.</p>	<p>I can compare and contrast reading a story, drama, or poem to listening or viewing the text.</p>	
<p>RI</p>	<p>Reading Informational Text</p>	
<p>6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>	<p>I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make inferences.</p>	
<p>6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p>	<p>I can determine the central idea of a text by examining the details. I can provide a summary of the text.</p>	
<p>RI.6.46.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>I can determine the meaning of figurative, connotative, and technical words used in text.</p>	
<p>L</p>	<p>Language</p>	
<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). b. When writing or speaking, use pronouns (case, intensive</p>	<p>I can use pronouns in the proper case when writing or speaking. I can use intensive pronouns when writing or speaking. I can recognize and correct inappropriate shifts in pronoun number and person when writing or speaking. I can recognize and correct vague pronouns. I can recognize and correct unclear</p>	

<p>pronouns, pronoun antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.</p>	<p>antecedents. I can recognize variations from standard English in writing and speaking. I can identify and use strategies to improve expression when writing and speaking.</p>	
<p>6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>	<p>I can demonstrate a command of the conventions of Standard English capitalization, spelling when writing. I can spell correctly.</p>	
<p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>I can determine or clarify the meaning of unknown words and multiple meaning words and phrases. I can use context as a clue to the meaning of a word or phrase. I can use knowledge of root Greek or Latin affixes and roots as clues to the meaning of a word. I can consult reference materials to determine word meaning, part of speech and pronunciation. I can use a dictionary to determine the meaning of a word or phrase.</p>	
<p>SL</p>	<p>Speaking and Listening</p>	
<p>6.SL.CC.3</p>	<p>I can describe a speaker's argument</p>	

<p>Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>or claims by identifying the evidence.</p>	
<p>6.SL.PKI.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>I can present claims and findings in a logical order and use exact descriptions, facts, and details.</p>	
<p>W</p>	<p>Writing</p>	
<p>W6.16.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied</p>	<p>I can write arguments to support claims with clear reasons and relevant evidence. I can introduce claim(s) and organize reasons and evidence. I can develop an effective thesis statement and appropriate topic sentences when writing. I can support claim(s) with clear reasons and relevant evidence, using credible sources. I can demonstrate understanding of the topic or text. I can use words, phrases, and clauses to clarify the relationships among claims and reasons. I can establish and maintain a formal style. I can provide a concluding statement that follows the argument presented.</p>	

<p>sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.</p>		
<p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>I can produce clear and coherent writing appropriate to the task, purpose, and audience.</p>	
<p>6.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p>I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. I can edit writing using conventions of Standard English.</p>	
<p>6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>I can gather relevant information from multiple sources and assess the credibility of each source. I can quote or paraphrase the research while avoiding plagiarism. I can create bibliographic information. I can compare and contrast themes and topics in different genres.</p>	
<p>W6.96.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.</p>	<p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

2nd Nine Weeks

Standard	Learning Target	
RL	Reading (Literature)	
<p>6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>	<p>I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make inferences.</p>	
<p>6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>I can determine the central ideas or themes of a text and analyze their development. I can summarize the key supporting details and ideas.</p>	
<p>6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>I can analyze how a sentence, chapter, scene, or stanza fits into the structure of a text. I can determine how the sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.</p>	
<p>6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p>	<p>I can explain how the author develops point of view.</p>	
<p>RL6.76.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.</p>	<p>I can compare and contrast reading a story, drama, or poem to listening or viewing the text.</p>	
RI	Informational Text	
6.RI.KID.1	I can cite textual evidence to support	

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	analysis of a text. I can determine what the text says explicitly as well as make inferences.	
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	I can determine the central idea of a text by examining the details. I can provide a summary of the text.	
RI6.46.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine figurative, connotative, and technical meanings of words used in text.	
6.RI.IKI.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.	I can trace and evaluate the claims and evidence in an argument.	
L	Language	
6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.	I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.	

<p>6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>	<p>I can demonstrate a command of the conventions of Standard English capitalization, spelling when writing.</p>	
<p>6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>I can analyze figures of speech in context. I can solve analogies between particular words. I can compare and contrast connotations and denotations. I can explain how the author develops point of view.</p>	
<p>SL</p>	<p>Speaking and Listening</p>	
<p>6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p>I can engage in collaborative discussions and build on other's ideas.</p>	
<p>6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.</p>	<p>I can interpret information presented in different formats and media and explain how it contributes to the topic.</p>	
<p>6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use</p>	<p>I can organize and present claims and findings using description, facts, and details.</p>	

appropriate eye contact, adequate volume, and clear pronunciation		
6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	I can include multimedia and visual displays in presentations to clarify information.	
6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I can adapt speech to a variety of contexts and tasks while demonstrating a command of formal English.	
W	Writing	
6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics,	I can write informative/explanatory texts to examine a topic and convey ideas. I can use precise language and domain specific vocabulary. I can create a conclusion that is relevant to the text. I can use transition words appropriately in a sentence.	

<p>and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.</p>		
<p>6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that</p>	<p>I can write narratives using real or imagined experiences, relevant descriptive details, and well-structured event sequences.</p>	

reflects on the narrated experiences or events. g. Use precise words and phrases, re		
6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	I can use technology to produce and publish writing. I can use technology to interact and collaborate with others. I can use technology to type a minimum of three pages in a single setting.	
6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	I can conduct short research projects to answer questions. I can select the most focused research topic.	
6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	I can write over extended time frames and shorter time frames for a variety of purposes and audiences.	

3rd Nine Weeks

Standard		
RL	Reading (Literature)	
6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make inferences.	
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	I can determine the central ideas or themes of a text and analyze their development. I can summarize the key supporting details and ideas.	
6.RL.KID.3	I can describe how a story's or a	

Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	drama's plot unfolds in a series of episodes. I can describe how the characters respond or change by the end of the story.	
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	I can determine the figurative and connotative meanings of words used in text. I can analyze the impact on the specific word choice of meaning and tone.	
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	I can analyze how a sentence, chapter, scene, or stanza fits into the structure of a text. I can determine how the sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.	
6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	I can explain how the author develops point of view.	
6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	
6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	I can read and comprehend complex literary and informational texts independently and proficiently.	
RI	Reading Informational Text	
6.RI.KID.1	I can cite textual evidence to support analysis of a text.	

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	I can determine what the text says explicitly as well as make inferences.	
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	I can determine the central idea of a text by examining the details. I can provide a summary of the text.	
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	
6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of figurative, connotative, and technical words used in text.	
6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I can analyze how a particular sentence, paragraph, chapter, or section fits into a text and contributes to the development of ideas.	
6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	I can determine an author's point of view or purpose and explain how it is conveyed in the text.	
6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue	I can develop an understanding of a topic or issue by integrating information presented in different media and formats.	
6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.	I can compare and contrast one author's presentation of events with that of another.	

<p>6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	<p>I can comprehend grade-appropriate literary nonfiction.</p>	
<p>L</p>	<p>Language</p>	
<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.</p>	<p>I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking. I can use pronouns in the proper case when writing or speaking. I can use intensive pronouns when writing or speaking. I can recognize and correct inappropriate shifts in pronoun number and person when writing or speaking. I can recognize and correct vague pronouns. I can recognize and correct unclear antecedents. I can recognize variations from standard English in writing and speaking. I can identify and use strategies to improve expression when writing and speaking.</p>	
<p>6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>	<p>I can demonstrate a command of the conventions of Standard English capitalization, spelling when writing. I can use punctuation to set off nonrestrictive/ parenthetical elements I can spell correctly.</p>	
<p>6.L.KL.3 When writing and speaking, vary sentence patterns for</p>	<p>I can vary sentence patterns for meaning, reader/listener interest, and style.</p>	

<p>meaning, reader/listener interest, and style; maintain consistency in style and tone.</p>	<p>I can use a variety of sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupter.)</p>	
<p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>I can determine or clarify the meaning of unknown words and multiple meaning words and phrases. I can use context as a clue to the meaning of a word or phrase. I can use knowledge of root Greek or Latin affixes and roots as clues to the meaning of a word. I can consult reference materials to determine word meaning, part of speech and pronunciation. I can use a dictionary to determine the meaning of a word or phrase.</p>	
<p>6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>I can use vocabulary knowledge when determining importance of grade specific words or phrases.</p>	
<p>SL</p>	<p>Speaking and Listening</p>	
<p>6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their</p>	<p>I can come to discussions prepared, refer to the evidence on the topic, and reflect on the discussion. I can follow the rules for discussions, set goals and deadlines, and define roles when needed. I can present and respond to</p>	

own ideas clearly.	questions with elaboration and detail.	
6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	I can interpret information presented in different formats and media and explain how it contributes to the topic.	
6.SL.PKI.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.	I can organize and present claims and findings using description, facts, and details.	
6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	I can include multimedia and visual displays in presentations to clarify information.	
W	Writing	
6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that	I can introduce claim(s) and organize reasons and evidence. I can develop an effective thesis statement and appropriate topic sentences when writing. I can support claim(s) with clear reasons and relevant evidence, using credible sources. I can demonstrate understanding of the topic or text. I can use words, phrases, and clauses to clarify the relationships among claims and reasons. I can establish and maintain a formal style. I can provide a concluding statement that follows the argument presented.	

<p>supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.</p>		
<p>6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify</p>	<p>I can introduce a topic, organize ideas, concepts, and information, using multiple strategies. I can include formatting, graphics, and multimedia when useful to aiding comprehension. I can develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. I can use appropriate transitions to clarify relationships in writing. I can use precise language and vocabulary to explain a topic when writing. I can establish and maintain a formal style. I can write a concluding statement or section after the information presented.</p>	

<p>the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.</p>		
<p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>I can produce clear and coherent writing appropriate to the task, purpose, and audience.</p>	
<p>6.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p>I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. I can edit writing using conventions of Standard English.</p>	
<p>6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.</p>	<p>I can use technology to produce (plan, revise, edit) and publish writing. I can use technology to interact and collaborate with others. I can use technology to type a minimum of three pages in a single setting.</p>	
<p>6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	<p>I can conduct short research projects to answer questions. I can select the most focused research topic.</p>	
<p>6.W.RBPK.8 Integrate relevant and credible information from</p>	<p>I can gather relevant information from multiple sources and assess the credibility of each source.</p>	

print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	I can quote or paraphrase the research while avoiding plagiarism. I can create bibliographic information. I can compare and contrast themes and topics in different genres.	
6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	
6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	I can write over extended time frames and shorter time frames for a variety of purposes and audiences.	

4th Nine Weeks

Standard	Learning Target	
RL	Reading (Literature)	
6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make inferences.	
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	I can determine the central ideas or themes of a text and analyze their development. I can summarize the key supporting details and ideas.	
6.RL.KID.3	I can describe how a story's or a	

Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution	drama's plot unfolds in a series of episodes. I can describe how the characters respond or change by the end of the story.	
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	I can determine the figurative and connotative meanings of words used in text. I can analyze the impact on the specific word choice of meaning and tone.	
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	I can analyze how a sentence, chapter, scene, or stanza fits into the structure of a text. I can determine how the sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.	
6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	I can explain how the author develops point of view.	
6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	
6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	I can read and comprehend complex literary and informational texts independently and proficiently.	
RI	Reading Informational Text	
6.RI.KID.1 Analyze what a text says explicitly and draw logical	I can cite textual evidence to support analysis of a text. I can determine what the text says explicitly as well as make	

inferences; cite textual evidence to support conclusions.	inferences.	
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	I can determine the central idea of a text by examining the details. I can provide a summary of the text.	
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	
6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of figurative, connotative, and technical words used in text.	
6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I can analyze how a particular sentence, paragraph, chapter, or section fits into a text and contributes to the development of ideas.	
6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	I can determine an author's point of view or purpose and explain how it is conveyed in the text.	
RI6.76.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	I can develop an understanding of a topic or issue by integrating information presented in different media and formats.	
6.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that	I can trace and evaluate the claims and evidence in an argument.	

are not.		
6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.	I can compare and contrast one author's presentation of events with that of another.	
6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	I can comprehend grade-appropriate literary nonfiction.	
L	Language	
6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.	I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking. I can use pronouns in the proper case when writing or speaking. I can use intensive pronouns when writing or speaking. I can recognize and correct inappropriate shifts in pronoun number and person when writing or speaking. I can recognize and correct vague pronouns. I can recognize and correct unclear antecedents. I can recognize variations from standard English in writing and speaking. I can identify and use strategies to improve expression when writing and speaking.	
6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical	I can demonstrate a command of the conventions of Standard English capitalization, spelling when writing. I can use punctuation to set off nonrestrictive/ parenthetical elements. I can spell correctly.	

<p>elements and use them correctly to do so.</p>		
<p>6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.</p>	<p>I can vary sentence patterns for meaning, reader/listener interest, and style. I can use a variety of sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupter.)</p>	
<p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>I can determine or clarify the meaning of unknown words and multiple meaning words and phrases. I can use context as a clue to the meaning of a word or phrase. I can use knowledge of root Greek or Latin affixes and roots as clues to the meaning of a word. I can consult reference materials to determine word meaning, part of speech and pronunciation. I can use a dictionary to determine the meaning of a word or phrase.</p>	
<p>6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>I can demonstrate understanding of figurative language, word relationships, and nuances in word meaning. I can use the relationship between particular words to better understand each of the words.</p>	
<p>6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases; develop vocabulary knowledge when</p>	<p>I can use vocabulary knowledge when determining importance of grade specific words or phrases.</p>	

considering a word or phrase important to comprehension or expression.		
SL	Speaking and Listening	
6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	<p>I can come to discussions prepared, refer to the evidence on the topic, and reflect on the discussion.</p> <p>I can follow the rules for discussions, set goals and deadlines, and define roles when needed.</p> <p>I can present and respond to questions with elaboration and detail.</p> <p>I can review the key ideas and demonstrate multiple perspectives through reflection and paraphrasing.</p>	
6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study	I can interpret information presented in different formats and media and explain how it contributes to the topic.	
6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can describe a speaker's argument or claims by identifying the evidence.	
6.SL.PKI.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.	I can organize and present claims and findings using description, facts, and details.	
6.SL.PKI.5 Include multimedia	I can include multimedia and visual displays in presentations to	

<p>components and visual displays in presentations to clarify information.</p>	<p>clarify information.</p>	
<p>W</p>	<p>Writing</p>	
<p>6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>I can write a narrative by introducing a narrator and/or characters and sequentially organize events. I can use dialogue, pacing, and description to develop experiences, events, and/or characters in narratives. I can use a variety of transition words, phrases, and clauses to convey sequences and shifts in time when writing. I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. I can provide a conclusion that follows from the narrated experiences or events.</p>	

