

Grade Six

Tecumseh School District
ELA Curriculum Map

Quarter 1

Standard	Learning Targets	IT	W	RLIT	Notes
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Knowledge targets: Locate textual evidence that supports what the text says.</p> <p>Recognize textual evidence that supports inferences drawn from the text.</p> <p>Reasoning targets: Determine the evidence that supports the explicit analysis of the text.</p> <p>Cite examples of textual evidence that supports inferences drawn from the text.</p>	x			Tomato/Mum w/ seedfolks
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>Knowledge targets: Identify general academic and domain specific words and phrases that are grade appropriate.</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression.</p>	x			
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. interpret figures of speech (e.g., personification in context) b. word relationships c. connotations/denotations	<p>Knowledge targets: Interpret different types of figures of speech (e.g., personification)</p> <p>Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category)</p> <p>Define the terms denotations and connotations of words</p>	x			

Standard	Learning Targets	IT	W	RLIT	Notes
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone</p>	<p>Knowledge target: Recognize conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize:</p> <ul style="list-style-type: none"> • various sentence patterns • style • tone 	x			
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>Knowledge target: Recognize pronouns:</p> <ul style="list-style-type: none"> • Pronoun case: subjective, objective, possessive • Intensive pronouns: myself and ourselves • vague pronouns • shifts in pronoun number and person <p>Recognize variations from standard English</p> <p>Identify strategies to improve expression in language.</p>	x			
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes)</p>	<p>Knowledge targets: Apply correct capitalization, punctuation, and spelling when writing.</p> <p>Know punctuation rules for:</p> <ul style="list-style-type: none"> • commas • parentheses • dashes <p>Use commas to set off nonrestrictive/parenthetical elements</p> <p>Use dashes to set off nonrestrictive/parenthetical elements</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>	x			

Standard	Learning Targets	IT	W	RLIT	Notes
<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>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Greek and Latin affixes and roots</p> <p>c. Consult ref. materials</p> <p>d. Determine appropriate definition/meaning</p>	<p>Knowledge targets:</p> <p>Identify:</p> <ul style="list-style-type: none"> • common context clues in text (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence). • Greek affixes and roots • Latin affixes and roots <p>Recognize and use pronunciation symbols</p> <p>use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word</p> <p>Consult print and digital reference materials to:</p> <ul style="list-style-type: none"> • find the pronunciation of a word • clarify a word's precise meaning • determine a word's part of speech 	x			
<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>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Product targets:</p> <p>Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> • engages the reader and establishes a context • uses techniques such as dialogue and description to develop experiences, events, characters 		x		seedfolks – 14 th seedfolk
<p>W.6.4 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>Product targets:</p> <p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience</p> <p>(Grade-specific expectations a writing types are found in Writing Standards 1-3)</p>		x		seedfolks – 14 th seedfold

Standard	Learning Targets	IT	W	RLIT	Notes
<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52).</p>	<p>Knowledge targets: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to and including grade 6)</p>		x		seedfolks continue each quarter
<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 setting.</p>	<p>Knowledge targets: Know how to download, save, upload, attach documents</p> <p>Select appropriate word processing tools</p> <p>Select appropriate tools for communicating and collaborating</p> <p>Reasoning targets: Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</p> <p>Performance skill targets: Use technology, including the Internet, to produce and publish writing</p> <p>Use technology to interact and collaborate with others</p> <p>Use keyboarding skills to type three or more pages in a single sitting</p>		x		
<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>			x		

Standard	Learning Targets	IT	W	RLIT	Notes
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Product targets: Write a narrative to develop real or imaginative experiences or events that: <ul style="list-style-type: none"> engages the reader and establishes a context uses techniques such as dialogue and description to develop experiences, events, characters uses a variety of transitions to convey sequence and signal shifts uses appropriate precise, descriptive sensory language leads to a conclusion 		x		seedfolk
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.	Knowledge targets: Identify: <ul style="list-style-type: none"> task purpose audience for various types of writing Identify the organizational structures for various types of writing		x		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Knowledge targets: Recognize: <ul style="list-style-type: none"> explicit textual evidence inferences made in text 			x	seedfolks
RL.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	Knowledge targets: Define: <ul style="list-style-type: none"> theme and understand the central idea of a text Identify supporting details of the main idea or theme of a text Summarize a text based on facts			x	
RL.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	Knowledge targets: Identify a series of episodes (e.g., rising action, etc) within a specific story or drama Identify character types and traits			x	

Standard	Learning Targets	IT	W	RLIT	Notes
RL.6.4 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>Knowledge targets: Identify words and phrases including:</p> <ul style="list-style-type: none"> • figurative • connotative <p>as used in a text</p> <p>Identify tone in a text</p>			x	
RL.6.5 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>Knowledge targets: Determine the various structures of literacy text</p> <p>Identify the:</p> <ul style="list-style-type: none"> • theme • plot • setting <p>of a text</p>			x	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text	<p>Reasoning targets: Compare and contrast point of view of the narrator to characters in a text</p>			x	
RL.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.	<p>Knowledge targets: Define compare and contrast</p> <p>Recognize multiple text formats:</p> <ul style="list-style-type: none"> • audio • video • live version 			x	seedfolk
RL.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>Knowledge targets: Identify the:</p> <ul style="list-style-type: none"> • characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories) • theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories) • topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories) 			x	seedfolk all American slurp

Quarter 2

Standard	Learning Targets	IT	W	Rlit	notes
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements	<p>Reasoning targets: Analyze text to determine the central idea and supporting details.</p> <p>Recognize particular details used to support the central idea of a text</p> <p>Provide a non-biased summary based on the text</p>	x			Helen Keller
RI.6.3 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>Knowledge targets: Identify key ideas about:</p> <ul style="list-style-type: none"> • individuals • events • ideas stated in a text <p>Define anecdote</p>	x			Helen Keller
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	<p>Knowledge targets: Identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text 	x			Helen Keller
RI.6.5 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.	<p>Knowledge targets: Determine text structure:</p> <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution 	x			Scope Helen Keller
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	<p>Knowledge targets: Determine the author's point of view or purpose of a text</p> <p>Identify details or examples in a text where the author develops the point of view or purpose of the text.</p>	x			Scope Helen Keller

Standard	Learning Targets	IT	W	Rlit	notes
RI.6.7 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	<p>Knowledge targets: Recognize how to access information from different:</p> <ul style="list-style-type: none"> • media • formats <p>Identify:</p> <ul style="list-style-type: none"> • topic • issue 	x			Miracle worker Helen Keller
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p>Knowledge targets: Identify:</p> <ul style="list-style-type: none"> • events common to both texts • an author's presentation of events 	x			Helen Keller
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>Reasoning target: Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension of expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p>	x			
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context b. word relationships c. connotations/denotations	<p>Reasoning target: Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context</p> <p>Analyze the relationship between particular words (e.g. cause/effect, part/whole. item/category) for clarity</p> <p>Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty)</p>	x			

Standard	Learning Targets	IT	W	Rlit	notes
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style</p> <p>b. Maintain consistency in style and tone</p>	<p>Reasoning targets:</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Determine when to vary sentence patterns for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest • style <p>Maintain consistency in style and tone when writing</p>	x			
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>Reasoning target:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Correct shifts in pronoun number and person</p> <p>Correct vague pronouns</p> <p>Improve expression in language using strategies</p>	x			
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p>		x			

Standard	Learning Targets	IT	W	Rlit	notes
<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>a. use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p> <p>b. Greek and Latin affixes and roots</p> <p>c. consult ref. materials</p> <p>d. determine appropriate definition/meaning</p>	<p>Reasoning targets:</p> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> • using context as a clue to the overall meaning of a word or phrase • using Greek and Latin affixes and roots as clues to the meaning of a word <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>	x			
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Reasoning targets:</p> <p>Determine sources to answer a research question</p> <p>Narrow/Refocus the inquiry by selecting information from multiple sources which will support or justify the answer</p> <p>Conduct steps for research to answer a question</p> <p>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources</p>		x		Helen Keller/Lisa - library
<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52)</p>			x		
<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>			x		

Standard	Learning Targets	IT	W	Rlit	notes
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			x		
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>Knowledge targets:</p> <p>Recognize a credible source</p> <p>Define plagiarism</p> <p>Quote information from a source</p> <p>Identify and provide basic bibliographic information for sources</p> <p>Gather relevant information from print and digital sources</p> <p>Paraphrase the data and conclusions of others</p> <p>Reasoning targets:</p> <p>Assess the credibility of each source</p> <p>Determine when to credit sources to avoid plagiarism</p>		x		Helen Keller/Library - Lisa

Standard	Learning Targets	IT	W	Rlit	notes
<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>a. introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) , and multimedia when useful to aiding comprehension</p>	<p>Product target:</p> <p>Write informative/explanatory texts to:</p> <ul style="list-style-type: none"> • examine a topic • convey ideas • convey concepts • convey information through <ul style="list-style-type: none"> • text selection • organization • analysis <p>of relevant concept</p> <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> • relevant facts • definitions • concrete details • quotations • other information • examples <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> • definitions • classification • comparison/contrast • cause/effect <p>Use:</p> <ul style="list-style-type: none"> • formatting • graphics • multimedia <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Provide a concluding statement or section that follows from the information or explanation presented</p>			<p style="text-align: center;">x</p>	<p style="text-align: center;">Helen Keller</p>

Standard	Learning Targets	IT	W	Rlit	notes
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research b. apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"0.	Reasoning targets: Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text.		x		Helen Keller
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	Reasoning targets: Determine when to write for either extended and/or shorter time frames based upon: <ul style="list-style-type: none"> • task • purpose • audience Determine appropriate organizational structure to use for various types of writing dependent upon: <ul style="list-style-type: none"> • task • purpose • audience 		x		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reasoning target: Analyze text to: <ul style="list-style-type: none"> • cite textual evidence which is explicitly stated • infer 			x	
RL.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	Reasoning targets: Analyze supporting details used to determine theme or central idea Distinguish between textual facts and opinions Formulate a summary based on facts from the text			x	
RL.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	Reasoning targets: Describe how a plot unfolds in a series of episodes Explain how character(s) respond or change over the course of the story or drama			x	

Standard	Learning Targets	IT	W	Rlit	notes
<p>RL.6.4 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>Reasoning targets: Interpret the meaning of words and phrases including:</p> <ul style="list-style-type: none"> • figurative meanings • connotative meanings <p>as they are used in a text</p> <p>Analyze the impact word choice on meaning</p> <p>Analyze the impact of word choice on tone</p>			x	
<p>RL.6.5 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>Reasoning targets: Analyze how a:</p> <ul style="list-style-type: none"> • particular sentence • chapter • scene • stanza <p>fits into the overall structure of a text</p> <p>Analyze how each part (i.e., sentence, chapter, scene or stanza) contributes to the development of:</p> <ul style="list-style-type: none"> • theme • setting or • plot 			x	
<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text</p>	<p>Knowledge targets: Recognize strategies authors use to develop point of view, (e.g., revealing character's thoughts and actions, dialogue, what other characters say or think about that character)</p> <p>Identify details or examples in a text where the author develops the point of view of the narrator or the speaker.</p>			x	

Standard	Learning Targets	IT	W	Rlit	notes
<p>RL.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.</p>	<p>Reasoning target: Determine the similarities of the experience of reading a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>to listening to or viewing the audio, video, or live version of the text</p> <p>Determine the differences of the experience of reading:</p> <ul style="list-style-type: none"> • story • drama • poem <p>to listening to or viewing the audio, video, or live version of the text</p> <p>Contrast what is seen/heard in text when reading, watching, or listening</p>			<p style="text-align: center;">x</p>	<p style="text-align: center;">Mirachel Worked Scope Christmas Carol</p>

Quarter 3

Standard	Learning Targets	IT	W	Rlit	Notes
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements		x			Lincoln Scope
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Reasoning targets: Analyze how key <ul style="list-style-type: none"> • individuals • events • ideas in a text are introduced, illustrated, and elaborated	x			Scope
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	Reasoning targets: Determine meaning of words and phrases, including the: <ul style="list-style-type: none"> • figurative • connotative • technical meanings of words and phrases as they are used in a text	x			Scope
RI.6.5 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	Reasoning targets: Analyze how particular: <ul style="list-style-type: none"> • sentences • paragraphs • chapter or section fits into the overall structure of a text Analyze how particular: <ul style="list-style-type: none"> • sentences • paragraphs • chapter or section contributes to the overall development of the ideas.				scope
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	Reasoning targets: Explain how the author conveys his/her point of view throughout the text	x			scope Lincoln

<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of topic</p>	<p>Reasoning targets: Integrate information taken from various media, formats, or text</p> <p>Demonstrate coherent understanding of the topic or issue using information from various media/formats</p>	<p>x</p>			<p>scope Lincoln</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>Trace the argument and specific claims in a text</p> <p>Distinguish between supported and unsupported claims</p> <p>Evaluate the argument and its specific claims in a text</p>	<p>x</p>			<p>scope Lisa?</p>
<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Reasoning target: Compare and contrast the common events in texts written by different authors (e.g., memoir written by a biography on the same person).</p>	<p>x</p>			<p>Lincoln</p>
<p>L6.6 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>x</p>			
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context b. word relationships c. connotations/denotations</p>		<p>x</p>			

<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. vary sentence patterns for meaning, reader/listener interest, and style</p> <p>b. maintain consistency in style and tone</p>	<p>Performance skill targets:</p> <p>Use:</p> <ul style="list-style-type: none"> • knowledge of language when speaking • knowledge of language conventions when speaking <p>Vary sentence patterns for:</p> <ul style="list-style-type: none"> • meaning • listener interest • style <p>while speaking</p> <p>Maintain consistency in style and tone while speaking</p>	x			
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. ensure that pronouns are in the proper case (subjective, objective, possessive)</p>	<p>Performance skill target:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Place pronouns in the proper case</p> <p>Use intensive pronouns</p> <p>Use correct pronoun number and person</p> <p>Use correct vague pronouns</p> <p>Recognize variations from standard English in their own and others' speaking</p> <p>use strategies to improve expression in conventional language</p>	x			
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements</p>		x			

<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 a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning.</p> <p>b. Greek and Latin affixes and roots</p> <p>c. Consult reference materials</p> <p>d. Define appropriate definition/meaning</p>		x			
<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. (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52).</p>			x		
<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>			x		
<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>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>Product targets: Write an argument to support claims, including:</p> <ul style="list-style-type: none"> • an introduction to claim(s) • clear organization of reasons and evidence • claims supported by clear reasons and relevant evidence • credible sources • a clear understanding of the topic or text under investigation • words, phrases and clauses that clarify relationships among claim(s) and reasons • establishes and maintains a formal style • a concluding statement or section that follows from the argument presented 		x		Scope Lisa-Library
<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>Performance skill targets: Write for various:</p> <ul style="list-style-type: none"> • tasks • purposes • audiences <p>over both extended and shorter time frames</p>		x		
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>				x	
<p>RL.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>				x	
<p>RL.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</p>				x	
<p>RL.6.4 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>				x	

RL.6.5 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.				x	
RL.6.6 Explain how an author develops the point of the narrator or speaker in a text				x	
RL.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.				x	Ali Baba and the 40 thieves
RL.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.	Reasoning targets: Compare and contrast how two or more stories of the same genre approach a similar:				
	<ul style="list-style-type: none"> • theme • topic 				

Quarter 4

Standard	Learning Targets	IT	W	Rlit	Notes
RI.6.5 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.		x			scope
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text		x			scope
RI.6.7 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		x			scope
RI.6.10 by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Reasoning targets: Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative, and Reader and Task) as seen in standards 1-9 with scaffolding as necessary.</p>	x			
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		x			

Standard	Learning Targets	IT	W	Rlit	Notes
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. word relationships c. connotations/denotations		x			
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. vary sentence patterns for meaning, reader/listener interest, and style b. maintain consistency in style and tone.		x			
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive)		x			
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing a. use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements		x			
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 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		x			

Standard	Learning Targets	IT	W	Rlit	Notes
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52)			x		
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.			x		
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.			x		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text				x	
RL.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				x	
RL.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				x	

Standard	Learning Targets	IT	W	Rlit	Notes
RL.6.4 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.				x	
RL.6.5 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				x	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text				x	
RL.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.				x	scope
RL.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	Reasoning targets: Comprehend independently in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as see bub standards 1-9 with scaffolding as needed				

S & Listening

Standard	Learning Targets	IT	W	Rlit	Notes
<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>a. come to discussions prepared, having read or studied required material; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</p> <p>d. review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing</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>					

Standard	Learning Targets	IT	W	Rlit	Notes
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.					
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information					
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations)					