

6th Grade		I can Statement..	Introduced	Mastered	Vocabulary	Resources	Assessment
	Writing						
W.6.1	Write argument pieces using LC checklist.	I can write arguments. I can write with a formal style and concluding statement.			argument concluding/conclusion formal	LC	
W.6.2	Write informative and explanatory pieces using LC checklist	I can write informative texts on a topic.I can introduce a topic in an organized way with facts, examples, and quotes.			informative explanatory	LC	
W.6.3	The student will revise a narrative by		1st semester			LC	
	a. identifying and correcting a weak/missing introduction of the situation and/ or narrator/characters				narrator/characters		
	b. identifying an improved organization, dialogue, and/or description;				dialogue quotations		
	c. deleting details that are inconsistent with the rest of the narrative;				inconsistent		
	d. using precise, concrete words and sensory details; and				sensory details/imagery		
	e. identify a missing or weak conclusion				conclusion		
W.6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can write clearly. I can make writing appropriate for the task I am given, my purpose for writing and my audience.	1st sem		coherent	LC	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewritings, or trying a new approach.	I can listen to the suggestions from my teacher and fellow classmates about how to fix my writing.	1st sem		revision editing	LC	
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	I can use many resources in my research including print and digital resources, while paraphrasing my information I find without plagiarizing. I can provide a bibliography for my sources.	1st sem		paraphrase credibility plagiarism bibliographic	robot research project	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw conclusions from literacy and informational texts to support my research, analysis, and reflections.	1st sem		analysis		
	a. Apply grade 6 Reading standards to literature (e.g., “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”).						
	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”).				claims evidence		
	Language in Writing						

W.6.10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can identify and use pronouns correctly.	1st semester				
	a. ensure that pronouns are in the proper case (subj, obj, poss)		x 11/5		subjective pronoun objective pronoun possessive pronoun		
	b. use intensive pronouns				intensive pronoun		
	c. Recognize and correct inappropriate shifts in pronoun number and person						
	d. Recognize and correct vague pronouns (unclear or ambiguous antecedent)				vague pronouns ambiguous antecedent		
	e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language				expression		
W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	I can spell and use punctuation correctly.			conventions		
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements)						
	b. spell correctly						
W.6.12	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.	I can write with stamina for short time frames or over a longer period of time, depending on my purpose, audience, and topic.	x		research revise reflect		
	Speaking and Listening		x				
SL.6.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can have a role in discussions and follow the groups rules.			collaborative	StoryWorks debates	
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.	I can make a speech to an audience. I can use a logical argument using descriptions, facts, and details.			logically theme		
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I can make a speech to an audience including visuals to support my argument.	1st semester		multimedia clarify		
SL.6.8	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.	I can use academic appropriate words.			expression comprehension		
	Reading: Literature						
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can cite evidence from the text to prove my inferences about the text I am reading.			cite text evidence drawing inferences		
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.	I can identify the theme or central idea of a text. I can use details from the text to determine the theme or message of a story.	1st semester		theme	BetterLesson Novel Studies	

RL6.4	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.	I can understand figurative language in a text.	1st semester	figurative meanings idioms, alliteration, similes metaphors, imagery, hyperbole word choice tone		
RL6.11	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.	I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.		Greek and Latin prefixes suffixes, roots		
	a. Use context as a clue to the meaning of a word or phrase.		1st sem	context clues		
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.				Roll and answer	
	c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		1st sem		ELA daily review synonyms, antonyms	
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)		1st sem	infer		
RI6.1	Cite textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.	I can read informational text. I can cite evidence to support my inferences drawn from the text.		drawing inferences cite text evidence	Science World	
RI6.2	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 judgments.	I can use details from the text to determine the central idea of a piece of informational text.	1st sem	central idea	Leveled Readers	
RI6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.	I can use context clues to understand the meaning of words.	1st sem			
RI6.5	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 explain how a part of a text contributes to the central ideal of their reading.		figurative connotative technical meaning		
RI6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I can read informational text. I can determine the author's point of view and explain how it is conveyed in the text.	x	point of view conveyed		
RI6.8	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 explain the arguments in the text and explain how it is supported in the reading.		argument claims evidence		
RI6.11	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.	I can figure out the meaning of unknown words by using context clues, greek/latin affixes and suffixes, by use of dictionary, or references materials.	1st sem			
	a. Use context as a clue to the meaning of a word or phrase.			context clues		
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.			greek/latin affixes, roots		

	c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				references materials determine/clarify meaning		
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				infer context		
RI6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can understand figurative language, word relationships, and words sounds in my reading.	1st sem		figurative language nuance		
	a. Interpret figures of speech in context.				idioms, alliteration, similes metaphors, imagery, hyperbole		
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.				cause/effect	StoryWorks	
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions).						