

GRADE 6

Course Overview

MCPS English Language Arts teaching and learning in Sixth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

While in sixth grade, students take their knowledge to new levels as they begin to explore deeper and subtler themes. Students reflect on several guiding questions within these themes, including *What distinguishes childhood from adulthood?*; *What makes a story worth remembering and retelling?*; and *How are acts of courage revealed in writing?* Focused on and guided by these essential historical, scientific, and technical questions, students read, evaluate, and analyze a variety of literature, first-hand narratives, and informational texts.

Throughout the units, students produce clear, coherent argumentative, informational, and narrative writing in a variety of genres in which they use the Internet to produce and publish their work. They write short essays in which they articulate a central idea and support it with specific examples from texts. They use graphic organizers to lay out their ideas and plan their essays. They write for multiple purposes and participate in the writing process of prewriting, writing drafts, revising, editing, and publishing their papers. Students use the Six Traits of Writing, paying particular attention to language usage, grammar conventions, and sentence fluency.

Students engage in a range of collaborative discussions, practice reading literature expressively, and create and deliver presentations incorporating a diverse range of media and technology.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Won't Grow Up

What distinguishes childhood from adulthood?

Related Texts:

- Glencoe Literature: Course I, Theme 3: “Growing Times”
- *Peter Pan* by J.M. Barrie
- *Peter and the Starcatchers* by Dave Barry and Ridley Pearson

- *Freak the Mighty* by Rodman Philbrick
- *The Misfits* by Howe
- Author Study with Jerry Spinnelli: *Milkweed*, *Loser*
- *Esperanza Rising* by Pam Muñoz Ryan
- *Flipped* by Carl Hiaasen
- *Hoot* by Carl Hiaasen
- *Holes* by Louis Sachar
- Margaret Peterson Haddix Series (*Among the Hidden*, *Double Identity*, *Among the Imposters*)
- “Eleven” by Sandra Cisneros (E)
(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Reading Poetry, Reading Literature**

How is the treatment of growing up similar and different in the poems and the prose we’ve read? Write your ideas in your journal prior to class discussion. (SL.6.6)

- **Informative Writing, Language Usage, Language Mechanics**

Write an informative/explanatory essay in response to the essential question (What distinguishes childhood from adulthood?). Choose at least three things learned from a character or an author and explain what you learned from them. Prepare the essay for publication by editing, especially for pronouns, punctuation, and spelling. Upload your essay to the classroom blog or a class wiki. Be prepared to make an audio recording of your essay and upload it as a podcast on the class web page for this unit. (W.6.9a,b, W.6.4, L.6.1a,b, L.6.2a,b)

- **Music, Reading Literature, Speaking and Listening**

What does the phrase “I won’t grow up” mean to you? Based on the lyrics from the musical version of *Peter Pan*, what does growing up mean to Peter? Does this song include all aspects of growing up? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. (SL.6.1a,b) (*Note*: Alternatively, you may watch the “I Won’t Grow Up” scene from the movie or on YouTube and then discuss.) (RL.6.7)

- **Reading Literature, Speaking and Listening**

As you read the original and prequel versions of *Peter Pan*, take notes about the following in your journal:

- Setting
- List of characters and their traits
- The characters’ internal responses and external behaviors to events in the story
- The events that lead up to climax, and, ultimately, the character’s development
- “I Won’t Grow Up”—how do Peter Pan’s actions reflect these famous words?

Be sure to write down the page numbers of relevant information, or mark your book with sticky notes, so you can go back and cite the text during class discussion. You will be

given an opportunity to talk through your ideas with a partner prior to class discussion. (RL.6.1)

Blasts from the Past : Greek and Roman Mythology
What makes a story worth remembering and retelling?

Related Texts:

- Glencoe Literature: Course I, Theme 7: “Old Tales, New Twists”
 - *Lightning Thief and Lost Hero Series* by Rick Riordan
 - *Percy Jackson and the Olympians: The Ultimate Guide* by Mary-Jane Knight
 - *Treasury of Greek Mythology* by Jo Donna Napoli
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

• **Narrative Writing, Language Usage**

Write your own myth or legend. As discussed in class, myths and legends were written to explain natural phenomena (often before scientific explanations were found). Follow the typical pattern (as in the following list), but also build on your insights from the graphic organizer in the first activity.

- Explanation of the setting
- The problem
- The failure to solve the problem
- The main character comes along
- A plan s/he has
- The solution found
- Conclusion (usually a happy ending)

Your well-developed myth or legend should clearly and logically include the characteristics of myth and legends (cited in the preceding list). Edit your writing for pronoun shifts and vagueness. Your teacher may ask you to draw and scan an illustration or find relevant visuals from the web for publication on the class web page. (W.6.3, W.6.4, W.6.5, L.6.1, L.6.2a,b)

• **Media, Reading Literature, Opinion Writing**

How is listening to *Just So Stories* as an audiobook similar to or different from reading the book? Which do you prefer? Why? Your teacher may ask you to write your own responses in your journal and share them with a partner before class discussion. Alternatively, you may respond to the prompt posted on the classroom blog by your teacher. (RL.6.7)

• **Reading Literature, Speaking and Listening**

Be prepared to compare and contrast two or more characters, settings, or events across stories, drawing on specific information from the stories that you and your classmates read. (SL.6.1, RL.6.2, RL.6.3)

Courageous Characters: Bravery in the Face of Danger
How are acts of courage revealed in writing?

Related Texts:

- Glencoe Literature: Course I, Theme 5: “Will to Win”
- Glencoe Literature: Course 1, Theme 6: “Getting through Hard Times”
- *Hatchet* by Gary Paulsen
- *Peak* by Roland Smith
- *Iceberg Hermit* by Arthur Roth
- *The Cay* by Theodore Taylor
- *My Side of the Mountain* by Jean Craighead George
- *The Red Kayak* by Priscilla Cummings
- *Julie of the Wolves* by Jean Craighead George
- *The Schwa Was Here* by Neil Shusterman
- Nonfiction: *National Geographic, On Thin Ice*, National Parks Book Series (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Informative Writing, Language Usage, Language Mechanics**
After reading one of the stories with a courageous character, write a well-developed paper about how the character possessed "the courage to follow his/her convictions." What were his/her convictions? What challenges arose when the character followed these convictions? Be sure to cite at least three specific examples from the text to justify your response. Edit your writing for the grammar conventions studied so far this year. Your teacher may ask you to post your essay on the classroom blog. (W.6.9a, RL.6.3, L.6.1, L.6.2a, b)
- **Opinion Writing, Informative Writing**
Does courage always require overt acts of bravery? What are other ways of thinking about courageous characters? Write your responses to the questions in your journal and share them with a partner. Then, work with classmates to create your own class blog about unrecognized courageous characters, either in literature or real life. (RI.6.8, W.6.4, W.6.9a,b)
- **Reading Literature, Reading Fluency, Performance**
Choose an emotional passage from a story we've read that exemplifies a character's courage. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion. Record the reading using a video camera so you can evaluate your performance. (SL.6.6, RL.6.4, L.6.5a, b, c)
- **Speaking and Listening, Language Usage**
What is meant by the word *courage*? Look up the word in a dictionary (print or online) and write your ideas down on a sticky note. (*Note:* Answers may include the quality of mind or spirit that enables a person to face difficulty, danger, pain, or sorrow.) Create a class word map of the word *courage*. As you find examples of courage in texts read

during this unit, write them on sticky notes and add them to our word map. Your teacher may ask you to create an online concept map with a web tool. (SL.6.1a, b, c, d)

Fiction and nonfiction titles including:

Alan and Naomi, Levoy

Bearstone, Hobbs

**Birchbark House*, Erdrich

Blizzard, Murphy

The Book of Three, Alexander

Call It Courage, Sperry

The Cay, Taylor

**Counting Coup*, Medicine Crow

Dragonwings, Yep

The Great Gilly Hopkins, Paterson

Freak the Mighty, Philbrick

The Iceberg Hermit, Roth

Invitation to the Game, Huges

Kokopelli's Flute, Hobbs

Maniac Magee, Spinelli

Maroo of the Winter Caves, Turnbull

The Missing Gator of Gumbo Limbo, George

**My Name is Seepeetza*, Sterling

Night Journeys, Avi

Pushcart War, Merrill

**Rain is Not My Indian Name*, Smith *Touching Spirit Bear*, Mikaelson

Tuck Everlasting, Babbitt

The Witch of Blackbird Pond, Speare

A Wrinkle in Time, L'Engle

Poetry/short stories

**Rising Voices: Writing of Young Native Americans* – edited by Arlene Hirschfelder and Beverly Singer

**A Cheyenne Sketchbook: Selected Poems 1970-1991* by Lance Henson

**Moccasin Thunder: American Indian Stories for Today* by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details

1. **6.RL. 1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

LEARNING TARGETS

- a) I know how to cite textual evidence.
- b) I know how to make inferences from the text.
- c) I can use information from the text to analyze what I've read and to make inferences.

2. **6.RL. 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.**

LEARNING TARGETS

- a) I know how to determine the theme or central idea of a text.
- b) I know how to provide an impartial summary using details from the text.
- c) I can determine a theme and write a summary using specific details.

3. **6.RL. 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.**

LEARNING TARGETS

- a) I know how to describe the sequence of events.
- b) I know how to describe the character's change within a story.
- c) I can describe the way a character changes as the plot moves toward resolution.

Craft and Structure

4. **6.RL. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

LEARNING TARGETS

- a) I know how to use context to determine meanings of words and phrases.
- b) I know figurative language and connotative meanings.
- c) I know specific word choices impact tone.
- d) I can evaluate how different words and phrases affect tone and meaning.

5. **6.RL. 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.**

LEARNING TARGETS

- a) I know how to examine the structure of the text and its effect on theme, setting, or plot.
- b) I can analyze how structure of the text affects the meaning.

6. **6.RL. 6 - Explain how an author develops the point of view of the narrator or speaker in a text.**

LEARNING TARGETS

- a) I know how to identify the narrator's or speaker's point of view.
- b) I can explain how the point of view of the speaker or narrator is developed by an author.

Integration of Knowledge and Ideas

7. **6.RL. 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.**

LEARNING TARGETS

- a) I know that there are differences between reading a story/drama/poem compared to listening to an audio version or viewing a video or live version.
- b) I can compare and contrast the differences in my experience in reading a story/drama/poem, listening to an audio version, and viewing a video or live version.

8. *(Not applicable to literature)*

9. **6.RL. 9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.**

LEARNING TARGETS

- a) I know how to identify important themes and topics in a variety of texts (e.g., stories, poems, historical novels, American Indian stories, and fantasy stories).
- b) I can compare and contrast similar themes and topics in different forms and/or genres of text (e.g., stories, poems, historical novels, American Indian stories and fantasy stories).

Range of Reading and Level of Text Complexity

10. **6.RL. 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.**

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade level age band and reading ability.
- b) I know how to use the comprehension strategies to understand what I read on my own.
- c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **6.RI. 1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

LEARNING TARGETS

- a) I know how to cite textual evidence.
- b) I know how to make inferences from the text.
- c) I can use information from the text to analyze what I've read and to make inferences.

2. **6.RI. 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.**

LEARNING TARGETS

- a) I know how to determine the theme or central idea of a text.
- b) I know how to provide an impartial summary using details from the text.
- c) I can determine the theme of the text and write an impartial summary using specific details.

3. **6.RI. 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).**

LEARNING TARGETS

- a) I know how to identify key events, individuals, or ideas in a text.
- b) I know how to identify how the key event is presented in the text.
- c) I can analyze how key events, individuals, or ideas in a text are presented to the reader.

Craft and Structure

4. **6.RI. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

LEARNING TARGETS

- a) I know how to determine the meaning of words in a text.
- b) I know figurative language as it applies to the text.
- c) I can interpret figurative language to understand the meaning of words in a text.

5. **6.RI. 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.**

LEARNING TARGETS

- a) I know how sentences, paragraphs and sections fit together in a text.
- b) I know the structure of a text helps to develop ideas.
- c) I can analyze how the structure of a text creates ideas.

6. **6.RI. 6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.**

LEARNING TARGETS

- a) I know that authors have a point of view in a text.
- b) I know that authors have a purpose when writing a text.
- c) I can understand how author's point of view is understood across a text.

Integration of Knowledge and Ideas

7. **6.RI. 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 or issue.**

LEARNING TARGETS

- a) I know how to integrate information from different media or formats.
- b) I know how to use words to integrate information from different resources.
- c) I can integrate information from different media and formats to develop a deep understanding of a topic or issue.

8. **6.RI. 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. Include text by and about American Indians.**

LEARNING TARGETS

- a) I know how to trace and evaluate an argument and/or specific claims in a text.
- b) I know how to distinguish claims that are supported by reason and evidence from claims which are not supported.
- c) I can trace and evaluate an argument and/or specific claims in a text and distinguish claims which are supported by reason and evidence from those which are not supported in the text.

9. **6.RI. 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). Include texts by and about American Indians.**

LEARNING TARGETS

- a) I know how to compare and contrast one author's presentation of events with a different author's presentation of the same events.
- b) I can compare and contrast two different author's presentations of the same event.

Range of Reading and Level of Text Complexity

10. **6.RI. 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.**

LEARNING TARGETS

- a) I know how to read and understand non-fiction texts appropriate to my grade level.
- b) I know how to use scaffolding to be a proficient reader.
- c) I can read and understand a variety of literary non-fiction and use scaffolding as needed to gain further understanding.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. **6.WR. 1.a - Introduce claim(s) and organize the reasons and evidence clearly.**

LEARNING TARGETS

- a) I know how to write arguments that support my opinion using clear reasons.
- b) I know how to state claims and organize facts to support them.

- c) I can write using clear reasons to support my stance on topics.

b. 6.WR. 1.b - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LEARNING TARGETS

- a) I know how to find reliable outside sources to support my written arguments.
- b) I know how to demonstrate my understanding of a topic using reliable sources.
- c) I can write arguments using outside information from reliable sources to show my understanding of a topic.

c. 6.WR. 1.c - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

LEARNING TARGETS

- a) I know how to use words and phrases to show relationships in claims.
- b) I know how to clarify my reasons that support my claim.
- c) I can use words and phrases to show how my thoughts relate to and support my opinions in writing.

d. 6.WR. 1.d - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to create and hold to a certain style in my writing.
- b) I know formal style used for a specific audience in writing.
- c) I can write an argument suited to my audience using a formal style.

e. 6.WR. 1.e - Provide a concluding statement or section that follows from the argument presented.

LEARNING TARGETS

- a) I know how to end my writing with a statement that sums up my opinion on an argument.
- b) I can write a conclusion that sums up my stance on an argument.

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. 6.WR. 2.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.

LEARNING TARGETS

- a) I know how to introduce a topic clearly, organizing my ideas, and grouping information logically.
- b) I know how to use helpful formatting, illustrations, and multimedia to help my reader understand my topic and ideas.
- c) I know how to use definition, classification, comparison/contrast, and cause/effect to prove my points.

- d) I can write in a clear, organized manner, which presents my topic in a variety of formats that effectively communicates my ideas and reasons to my reader.

b. 6.WR. 2.b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LEARNING TARGETS

- a) I know how to identify facts, definitions, specific quotations, and information that is relevant to my topic.
- b) I know that I need to select information on my topic carefully, including only that which is relevant.
- c) I can include relevant facts, definitions, specific quotations, and other information to support my topic.

c. 6.WR. 2.c - Use appropriate transitions to clarify the relationships among ideas and concepts.

LEARNING TARGETS

- a) I know how to link thoughts using words, phrases, and clauses (transitions).
- b) I know what transitions are and how to use them in writing.
- c) I can clarify relationships between ideas and concepts using appropriate transitions.

d. 6.WR. 2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to identify the important terms relevant to my topic.
- b) I know how to use precise language to sharpen my ideas and show my understanding of the topic.
- c) I can write with appropriate, topic-specific vocabulary in order to share my understanding of the topic with my reader.

e. 6.WR. 2.e - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know the difference between a formal and informal style of writing and know when to use each.
- b) I can write my ideas, concepts, and information in a formal style appropriate for my audience.

f. 6.WR. 2.f - Provide a concluding statement or section that follows from the information or explanation presented.

LEARNING TARGETS

- a) I know how to organize my ideas and points in a logical manner, ending with a conclusion.
- b) I know that my conclusion sums up my main points and information presented.
- c) I can write in an organized manner, ending with a summative conclusion.

3. Write narratives to develop real or imagined experiences or events using effective technique, **relevant** descriptive details, and **well-structured** event sequences.

a. **6.WR. 3.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.

LEARNING TARGETS

- a) I know how to engage my reader.
- b) I know how to establish context.
- c) I know how to introduce narrators and characters.
- d) I know how to organize using sequence and logic.
- e) I can engage my reader by introducing context, narrators, and characters in a logical sequence that unfolds naturally.

b. **6.WR. 3.b** - Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know narrative techniques (dialogue, pacing, description).
- b) I know how to use these techniques to develop experiences, events and characters.
- c) I can use narrative techniques in my writing to develop the characters and the plot.

c. **6.WR. 3.c** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

LEARNING TARGETS

- a) I know what transition words, phrases and clauses are as they relate to writing.
- b) I know how to use transitions to convey changes in my writing.
- c) I can use transitional words and phrases to show sequence of events, shifts in time frame, and setting in my writing.

d. **6.WR. 3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

LEARNING TARGETS

- a) I know how to use precise words and phrases.
- b) I know relevant descriptive details.
- c) I know how to use sensory language to express experiences and events.
- d) I can use precise words and phrases and meaningful descriptive details, along with sensory language, to convey experiences and events.

e. **6.WR. 3.e** - Provide a conclusion that follows from the narrated experiences or events.

LEARNING TARGETS

- a) I know how to write a conclusion to my narrative.
- b) I can create narratives including appropriately sequenced events and a conclusion.

Production and Distribution of Writing

4. **6.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.

- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts and narratives.
- d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. 6.WR. 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.

LEARNING TARGETS

- a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, trying a new approach).
- b) I know how to strengthen my writing as needed using the writing process and adult and peer guidance.
- c) I can develop and strengthen my writing.

6. 6.WR. 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.

LEARNING TARGETS

- a) I know how to use technology to produce, publish and interact with others.
- b) I know keyboarding skills.
- c) I can use technology including the internet to produce writing and work with others.
- d) I can keyboard a minimum of three pages in one sitting.

Research to Build and Present Knowledge

7. 6.WR. 7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know how to use several sources when seeking to answer a question through a short research project.
- b) I know how to refocus the inquiry (question) when appropriate.
- c) I can answer a question in a short research project by drawing on several sources and refocusing (changing) the inquiry (question) when necessary.

8. 6.WR. 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.

LEARNING TARGETS

- a) In a writing project, I know how to use multiple sources to gather information.
- b) I know how to check (assess) the reliability of my sources.
- c) I know how to paraphrase (use my own words) when using data and conclusions of my sources.
- d) I know how to use quotation marks when I use words which were written by my sources.
- e) I know that I do not copy someone else's words and how to avoid plagiarism.
- f) I know the form to provide basic bibliographic information for my sources.

- g) I can check multiple print and digital sources for relevant information and reliability and give credit for sources used in my writing.
- h) I do not plagiarize and can use my own words to express someone else's ideas, data, and conclusions, using quotation marks when copying words from my sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. **6.WR. 9.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**”).

LEARNING TARGETS

- a) I know how to draw evidence from literary or informational texts.
- b) I know how to support analysis, reflection, and research.
- c) I can draw evidence from a variety of texts to support my analysis, reflection, and research.

b. **6.WR. 9.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”).

LEARNING TARGETS

- a) I know how to trace and evaluate arguments and claims.
- b) I know how to distinguish between claims that are supported.
- c) I know how to recognize claims that are not supported by evidence.
- d) I can trace and evaluate an argument and distinguish claims that are supported by evidence and those that are not.

Range of Writing

10. **6.WR.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.

LEARNING TARGETS

- a) I know the writing process (pre-write, draft, revise, edit, publish).
- b) I know how to write for different purposes and audiences.
- c) I can engage in the writing process and am able to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

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.

a. **6.SL. 1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LEARNING TARGETS

- a) I know how to prepare for discussions by reading necessary material.
- b) I know how to use materials to find evidence about a topic, text, or issue.
- c) I know how to reflect upon ideas that are discussed.
- d) I can prepare for discussions using required material to provide evidence on a topic, text, or issue when reflecting on ideas that are being discussed.

b. 6.SL. 1.b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

LEARNING TARGETS

- a) I know how to follow rules for classroom discussions.
- b) I know how to set goals and deadlines.
- c) I know that roles need to be assigned as needed.
- d) I can follow rules and set goals for discussions as well as assign individual roles as needed.

c. 6.SL. 1.c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

LEARNING TARGETS

- a) I know how to ask and respond to questions.
- b) I know how to elaborate on my questions using details.
- c) I know how to contribute to discussions.
- d) I can pose and respond to questions using clear details to make comments that contribute to what is being discussed.

d. 6.SL. 1.d - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LEARNING TARGETS

- a) I know how to identify key ideas.
- b) I know how to recognize multiple perspectives.
- c) I know how to reflect and paraphrase.
- d) I can review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. 6.SL. 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.

LEARNING TARGETS

- a) I know how to interpret information from diverse media and formats.
- b) I know how the media and formats contribute to the topic of the text.
- c) I can communicate interpreted information from diverse media formats and explain its contribution to the overall topic of the text.

3. 6.SL. 3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LEARNING TARGETS

- a) I know that a speaker's claims can be based in evidence.
- b) I know that a speaker's claims are not always based in evidence.

- c) I can evaluate a speaker's claims and arguments, deciding which are justified by evidence and which are not.

Presentation of Knowledge and Ideas

4. **6.SL. 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.**

LEARNING TARGETS

- a) I know how to use research and statements.
- b) I know how to sequence my ideas.
- c) I know how to bring attention to main ideas and themes.
- d) I know how to use appropriate eye contact when presenting.
- e) I know how to speak up and enunciate when presenting.
- f) I can use tools such as eye contact, volume, and clear pronunciation, to present ideas and bring attention to main themes.

5. **6.SL. 5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

LEARNING TARGETS

- a) I know how to use a variety of multimedia tools.
- b) I know that using these tools will help me to illustrate information.
- c) I can use a variety of multimedia tools (i.e. graphics, images, music, sound and visual displays) to illustrate information in a presentation.

6. **6.SL. 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

LEARNING TARGETS

- a) I know how to change my speech according to audience and assignment.
- b) I know that English can be used formally and informally.
- c) I can change my speech as a result of audience and task.
- d) I can use the English language correctly and formally.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **6.LS. 1.a - Ensure that pronouns are in the proper case (subjective, objective, possessive).**

LEARNING TARGETS

- a) I know standard English grammar when writing and speaking.
- b) I know pronouns (subjective, objective, possessive).
- c) I can correctly use pronouns in my writing and speaking.

b. 6.LS. 1.b - Use intensive pronouns (e.g., myself, ourselves)

LEARNING TARGETS

- a) I can identify a pronoun.
- b) I know how to use pronouns.
- c) I can use intensive pronouns correctly.

c. 6.LS. 1.c - Recognize and correct inappropriate shifts in pronoun number and person.

LEARNING TARGETS

- a) I know the relationship between a pronoun and the number of people the pronoun represents.
- b) I can correctly use pronouns to represent different numbers of people in my writing and speaking.

d. 6.LS. 1.d - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

LEARNING TARGETS

- a) I know pronouns need to *clearly* represent the words they are supposed to represent (i.e. their antecedents).
- b) I can correctly use pronouns to express their antecedents.

e. 6.LS. 1.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.

LEARNING TARGETS

- a) I know how to recognize differences in language in other's writing and speaking.
- b) I know how to use strategies to improve expression.
- c) I can recognize variations in standard English.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 6.LS. 2.a - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

LEARNING TARGETS

- a) I know correct punctuation needed when including parentheses in my writing.
- b) I can include correct punctuation (commas, dashes, etc) when using parentheses in my writing.

b. 6.LS. 2.b - Spell correctly.

LEARNING TARGETS

- a) I know how to understand and recognize correct spelling.
- b) I can spell correctly in my writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **6.LS. 3.a - Vary sentence patterns for meaning, reader/listener interest, and style.**

LEARNING TARGETS

- a) I know sentence fluency and variety affects the interest level and style of my writing.
- b) I can vary my sentence structure to improve the interest and style of my writing in order to keep the reader engaged.

b. **6.LS. 3.b - Maintain consistency in style and tone.**

LEARNING TARGETS

- a) I know the style and tone in writing needs to be consistent.
- b) I can continue to write in a consistent tone and style.

Vocabulary Acquisition and Use

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. **6.LS. 4.a - Use context, 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.**

LEARNING TARGETS

- a) I know how to understand how context and overall meaning of sentences and paragraphs are related.
- b) I know how to use context clues to create meaning.
- c) I can use context and word position and function in a sentence to make meaning of words or phrases.

b. **6.LS. 4.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; audience, auditory, audible.**

LEARNING TARGETS

- a) I know that Greek and Latin affixes (beginnings) or roots can be clues to help me find the meaning of the word (i.e. au- sound).
- b) I can apply what I know about Greek and Latin affixes to help me understand the meanings of words.

c. **6.LS. 4.c - Consult reference materials, dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

LEARNING TARGETS

- a) I know how to use print and digital reference materials such as dictionaries, glossaries, and thesauruses.
- b) I know how to use reference materials to help me understand a word's meaning, pronunciation, or part of speech.
- c) I can consult digital and print reference materials to learn specific details about a word.

d. 6.LS. 4.d - Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.

LEARNING TARGETS

- a) I know the tools available to me to find the meaning of a word.
- b) I know how to check my understanding of a word using what I know, context, and the dictionary.
- c) I can verify the meaning of a word or phrase by checking its context or a dictionary, if I am unsure of its meaning.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. 6.LS. 5.a - Interpret figures of speech (e.g., personification) in context.

LEARNING TARGETS

- a) I know how to define figurative language.
- b) I know how to show my understanding of different types of words and types of language.
- c) I know how to explain and identify figures of speech.
- d) I can use context clues to determine word meaning in figurative language and figures of speech.

b. 6.LS. 5.b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

LEARNING TARGETS

- a) I know how words are related.
- b) I know how word relationships create meaning.
- c) I can identify word relationships.

c. 6.LS. 5.c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

LEARNING TARGETS

- a) I know how to define words with similar meanings (synonyms).
- b) I know how to identify relationships between words and their meanings using connotation.
- c) I can defend my word choice based on context clues.

6. 6.LS. 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.

LEARNING TARGETS

- a) I know topic-specific words and phrases.
- b) I know vocabulary appropriate to my age and grade.
- c) I know to choose the most appropriate word or phrase to express myself so that my reader understands my meaning.
- d) I can use topic-specific words and phrases.
- e) I can choose vocabulary appropriate for my grade.
- f) I can build my vocabulary in order to be better understood and to express myself.