

	Essential Standards	Essential Standard (s) Learning Targets	Prerequisite Standards	Learning Targets
<p>Unit: 1</p> <p>Review</p> <p>Theme</p> <p>Estimated Teaching Time: 3 Weeks</p>	<p>6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text that is distinct from personal opinion or judgements.</p>	<p>W4</p> <p>I can define coherence, organization, style, purpose, and audience.</p> <p>I can apply concepts of development, organization, and style to create writings that are appropriate to task, purpose, and audience.</p> <p>RL1</p> <p>I can cite textual evidence to support analysis of what the text says explicitly.</p> <p>I can apply the concepts of citing textual evidence to support my own analysis of what a text says explicitly as well as inferences I draw from the text.</p> <p>RL2</p> <p>I can define theme, central idea,</p>	<p>6RL3: Describe how a particular story’s plot unfolds in a series of episodes as well as how the character’s respond or change as the plot moves toward resolution.</p>	<p>RL3</p> <p>I can define plot, anecdote, episodes, and resolution.</p> <p>I can identify key ideas about individuals, events, and ideas as stated in text.</p>

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		<p>summary, judgments, and opinions.</p> <p>I can identify how the theme or central ideas of a text are conveyed through particular details.</p> <p>I can provide a summary free of personal opinions or judgments.</p> <p>I can explain how particular details are used to support the theme/central idea of a text.</p>		
<p>Unit 2:</p> <p>Narrative</p> <p>Estimated Teaching Time: 6 weeks</p>	<p>6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W3</p> <p>I can explain narrative elements including real or imagined experiences.</p> <p>I can compose a narrative to develop real or imagined event using relative details in a well-structured event sequences.</p>		

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	<p>6RL3: 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>	<p>A. I can explain a narrative by introducing plot and characters in sequence.</p> <p>I can engage and orient the reader by establishing a context.</p> <p>I can introduce a narrator/ or characters through a logical and natural event sequence.</p> <p>B. I can define dialogue and pacing.</p> <p>I can incorporate narrative techniques like dialogue, pacing, and description, to develop experiences, events and or characters.</p> <p>C. I can define transition words, phrases, and clauses.</p> <p>I can compose a variety of transition words, phrases, and clauses.</p> <p>I can explain sequence and signal shifts in time or setting.</p> <p>D. I can explain details and sensory language to convey a narrative's events.</p> <p>I can write precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>		

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		<p>E. I can explain the purpose of a conclusion.</p> <p>I can write a conclusion that narrates experiences or events.</p> <p>RL3 I can analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated upon.</p> <p>I can analyze evidence in text to support key ideas.</p>		
			<p>6RL10/6RI10: Read and comprehend literary and informational texts within the sixth-grade band proficiently with scaffolding as needed at the high end of the range.</p> <p>RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>RL10/RI10 I can read and comprehend literary and nonfiction with scaffolding as needed at the high end of the range.</p> <p>I can define scaffolding and proficiently.</p> <p>RI9 I can define memoir, biography, and autobiography</p> <p>After reading texts on the same topic, I can write about the differences and similarities in how the author presents a topic</p>

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<p>Unit 3:</p> <p>Informational Writing</p> <p>Estimated Teaching Time: 6 weeks</p>	<p>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>W2</p> <p>I can define 'informative' and 'explanatory'.</p> <p>I can organize information on a specific topic using a thinking map and use the thinking map to develop paragraphs.</p> <p>I can define different organizational text structures such as classifications, chronological order, compare and contrast, cause and effect, and problem/solution.</p> <p>I can read an informational text and determine what organizational text structure the author used.</p> <p>I can use the headings, graphics, charts, tables, and other multimedia to understand information in the text.</p> <p>I can define relevant facts, concrete details, and quotations.</p> <p>I can support a specific topic by using relevant facts, concrete details, quotations, and examples in my writing.</p>	<p>W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>L3: Use knowledge of language and its conventions when writing, speaking, or listening.</p>	<p>W8</p> <p>I can determine the credibility of a source.</p> <p>I can determine when to cite a source.</p> <p>I can demonstrate the difference between print source citations and digital source citations.</p> <p>I can quote or paraphrase relevant information obtained from credible print and digital sources.</p> <p>I can compile a works cited page.</p> <p>RI5</p> <p>I can describe and explain the overall structure of a text.</p> <p>I can cite examples from the text that authenticate the text structure and explain how each example proves the structure.</p> <p>L3</p> <p>I can identify a complete sentence.</p> <p>I can explain the difference between a phrase and a clause.</p> <p>I can explain the difference between dependent and independent clauses.</p>

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		<p>I can list common transition words used for the various organizational text structures.</p> <p>I can use transition words to connect ideas in my writing.</p> <p>I can locate content specific vocabulary in a piece of informational or explanatory writing.</p> <p>I can use content specific vocabulary in my writing.</p> <p>I can explain the difference between formal and informal style of writing.</p> <p>I can locate a concluding statement/paragraph in a text and identify its components:</p> <ul style="list-style-type: none"> • Transition word or phrase • Summary of main points <p>I can write an organized, multi-paragraph essay that includes the following:</p> <ol style="list-style-type: none"> 1. Introduction- Hook, Background Information, Thesis Statement. 2. 3 Body Paragraphs- Transition, Topic 		<p>I can identify the manner in which a sentence is composed.</p> <p>I can create a piece of writing that includes a variety of sentence structures.</p>

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		<p>Sentence, Supporting Details, Closing Statement.</p> <p>3. Conclusion-Transition, Restatement of thesis statement, Review of main points, Clincher/Concluding Sentence.</p> <p>RI1 I can define explicit, implicit, inferences, textual evidence, analyze, and cite.</p> <p>I can locate textual evidence to support analysis of what the text says explicitly.</p> <p>I can cite examples of evidence that supports inferences drawn from the text.</p>		
<p>Unit 4: Argumentative</p> <p>Estimated Teaching Time: 6 weeks</p>	<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>W1 I can define claim, reasons, relevant evidence, and credible sources.</p> <p>A. I can state a claim a list the reasons and evidence clearly.</p> <p>I can construct an introduction that states a main argument</p>	<p>6RL10/6RI10: Read and comprehend literary and informational texts within the sixth-grade band proficiently with scaffolding as needed at the high end of the range.</p> <p>RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and</p>	<p>RL10/RI10 I can read and comprehend literary ad nonfiction with scaffolding as needed at the high end of the range.</p> <p>I can define scaffolding and proficiently.</p> <p>RI9 I can define memoir, biography, and autobiography</p>

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		<p>and foreshadows the organization of the claim.</p> <ul style="list-style-type: none"> B. I can show credible sources to support my claim(s). C. I can construct specific words that will clarify the relationships among claims and reasons. <p>I can construct phrases that can clarify the relationships among claims and reasons.</p> <p>I can construct clauses that can clarify the relationships among claims and reasons.</p> <ul style="list-style-type: none"> D. I can show formal style in my writing. E. I can identify and define concluding statement and section in an argument. <p>I can write a concluding statement or section that follows from the argument using strategies such as a call to action and avoid reiterating the points of an argument.</p> <p>RI8</p> <p>I can identify the author's argument and specific claims in a text.</p>	<p>a biography on the same person).</p>	<p>After reading texts on the same topic, I can write about the differences and similarities in how the author presents a topic</p>

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		<p>I can identify how the author's evidence supports the argument and specific claims in a text.</p> <p>I can trace the development of the author's argument and specific claims in a text.</p> <p>I can evaluate an argument critically using criteria based on sufficient support, credibility, balanced position (objectivity), logical reasoning, and clear language.</p> <p>I can evaluate the author's use of evidence and its credibility in supporting the author's claim.</p>		
<p>Unit 5:</p> <p>Literary Analysis</p> <p>GMAS Review</p> <p>“The Veldt” and <i>Smart House</i></p>	<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RI5: 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>	<p>W1</p> <p>I can define claim, reasons, relevant evidence, and credible sources.</p> <p>I can state a claim a list the reasons and evidence clearly.</p> <p>I can construct an introduction that states a main argument and foreshadows the organization of the claim.</p>		

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<p>Estimated Teaching Time: 6 weeks</p>	<p>RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>I can show credible sources to support my claim(s).</p> <p>I can construct specific words that will clarify the relationships among claims and reasons.</p> <p>I can construct phrases that can clarify the relationships among claims and reasons.</p> <p>I can construct clauses that can clarify the relationships among claims and reasons.</p> <p>I can show formal style in my writing.</p> <p>I can identify and define concluding statement and section in an argument.</p> <p>I can write a concluding statement or section that follows from the argument using strategies such as a call to action and avoid reiterating the points of an argument.</p> <p>RI5</p> <p>I can determine text structure (chronology, comparison,</p>		

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		<p>cause/effect and problem/solution).</p> <p>I can analyze how particular sentences, paragraphs, chapters or sections fit into the overall structure of a text.</p> <p>I can analyze how particular sentences, paragraphs, chapters or sections contribute to the overall development of the ideas.</p> <p>RI8: I can define claim, argument, reasons, and evidence.</p> <p>I can identify the argument in a text.</p> <p>I can identify the claim in a text.</p> <p>I can identify reasons and evidence in the text.</p> <p>I can locate the argument and specific claims in a text.</p> <p>I can distinguish between supported and unsupported claims.</p> <p>I can evaluate the argument and its specific claims in a text.</p>		

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