



6-Writing

Standards

W.6.1; W.6.2; W.6.3; W.6.4;
W.6.5; W.6.6; W.6.7; W.6.8;
W.6.9; W.6.10; W.6.11; W.6.12

Resources

NoRedInk, Study Sync
IXL

Competencies

- A successful student can develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences to write narrative essays.
- A successful student can produce a well-developed argument.
- A successful student can adapt speech and writing to enhance or refine a message.
- A successful student can analyze sources for credibility and relevance.
- A successful student can recognize and use subject and object, intensive and reflexive pronouns effectively in writing.
- I can vary sentence patterns for meaning, reader/listener interest, and style.
- A successful student can write complete, compound, and complex sentences to vary sentences in essays and narrative writing.

I can

- **I can** use narrative techniques to develop the progression of events in a story/
- **I can** organize a narrative using appropriate transitional language.
- **I can** include a conclusion that provides a sense of closure for readers.
- **I can** choose a side of an argument and identify relevant evidence to support my claims.
- **I can** identify credible sources and use relevant textual evidence to support my claims.
- **I can** maintain a formal style of writing, including a conclusion statement that supports my claims.
- **I can** interpret literal and nonliteral meanings of words and phrases presented in the text.
- **I can** understand the difference between mood and tone.
- **I can** analyze how word choice impacts the meaning and/or tone of the text.
- **I can** use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **I can** vary sentence patterns for meaning, reader/listener interest, and style.



6-Writing

I can

- **I can** use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- **I can** produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned.
- **I can** introduce and develop a topic using common organizational structures.
- **I can** analyze and organize information to support examination of a topic.
- **I can** gather information and determine the credibility of sources used.
- **I can** quote or paraphrase information while properly crediting sources
- **I can** create a basic bibliography for works cited page to credit sources.
- **I can** ensure that pronouns are in the proper case (subjective, objective, possessive).
- **I can** use intensive pronouns.
- **I can** recognize and correct inappropriate shifts in pronoun number and person.
- **I can** recognize and correct vague pronouns.

Vocab

Content: imagery, dialogue, transition words, introduction, body, conclusion, sensory details, characterization, sequencing, plot, conflict, exposition, rising action, falling action, climax, resolution, introduction, hook, claim, thesis statement, supporting evidence, counterclaim, rebuttal, summarize, cite/citation, bias, point of view, plagiarism, persuade, convince, inform, explain, entertain, hyperbole, figurative language, line, form, stanza, rhythm, meter, onomatopoeia, refrain, personification, person, gender, number, case, first, second, and third person, subjective, objective, possessive, reflexive, intensive, restrictive, nonrestrictive, nonessential, simple sentence, compound sentence, complex sentence, run-on, fragment, coordinating conjunction, subordinating conjunction, independent clause, dependent clause, rambling, subject, predicate, Greek and Latin roots, express, supporting details, respond, describe, fact and opinion, recall, state



6-Writing

Vocab

Academic: list, 5 Ws, organize, show, create, visualize, apply concepts, cite evidence, develop a logical argument, investigate, formulate, critique, summarize, prove, quote, compare, show, recite, categorize, construct, create, connect, design, investigate, identify, define, name, use, recognize, classify, distinguish, revise, interpret, relate, illustrate, tell, recall, make observations, draw conclusions, prove



6-Speaking and Listening

Standards

SL.6.1; SL.6.2; SL.6.3; SL.6.4;
SL.6.5; SL.6.6; SL.6.7; SL.6.8

Resources

NoRedInk, StudySync,
iXL

Competencies

- A successful student can produce a well-developed argument.
- A successful student can adapt speech and writing to enhance or refine a message.
- A successful student can engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.
- A successful student can interpret, acquire, and use words precisely.

I can

- **I can** 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.
- **I can** recognize that different perspectives can be presented in different ways for different purposes.
- **I can** 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.

Vocab

Content: cite, explicit, summary

Academic: cite evidence, infer, interpret, engage, recognize, summarize, draw conclusions, support, critique, articulate, analyze, delineate, distinguish, explain



6-Literature

Standards

RL.6.1; RL.6.2; RL.6.3; RL.6.4;
RL.6.5; RL.6.6; RL.6.7; RL.6.8;
RL.6.9; RL.6.10; RL.6.11;
RL.6.12; RL.6.13

Resources

NoRedInk, StudySync
iXL

Competencies

- A successful student can interpret an author's purpose and intent in complex text
- A successful student can interpret, acquire and use words precisely

I can

- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
- I can read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- I can recognize that different perspectives can be presented in different ways for different purposes.
- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
- I can analyze elements of plot as they relate to the meaning of a text.
- I can understand word meanings, and nuances in word meanings when reading.
- I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- I can determine an author's point of view or purpose in a text and explain how it is conveyed in the text.



6-Literature

Vocab

Content: alley, germs, invisible, nonsense, raggedy, analysis, cite, inference, textual evidence, simile, metaphor, paradox, hyperbole, central ideas, details, explicit, summary, amphibious, asset, extensive, motivated, obvious, eddy, dormant, flue, hummocks, ruefully, turbulence, wince, first-person, second-person, third-person limited, third-person omniscient, attendants, behalf, gestured, impatience, unimaginatively, burly, devotion, frolic, glen, lank, listless, melody, petticoat, pious, robust, tavern, tranquil, determine, story, elements, plot, climax, rising action, resolution, cosmetics, heir, monuments, Pharaoh, prosperous, key features, inspired, fictional, historical figures, dyslexic, hallucination, hyperactive, rebellious, resented, envy, expelled, gesturing, goading, ignorance, immortal, lumber, miserable, mournfully, obnoxious, probation, reeked, scowled, smirked, solstice, sympathy, twitching, vaporized, complied, custody, discrimination, manhandled, warrant, informational text, connotation, denotation, cutting up, icebox, juvenile delinquent, slew, conk, pinnacle, relationship, text structure, chortled, foe, galumphing, shun, sought, tone, mood, ambush, bound, expression, intent, required, vacant, consternation, baleful, flabbergasted, gingerly, hassle, commendable, ominous, caustic, incentive, amiable, nonchalant, elude, grovel, travesty, somber, sabotage, elusive, indignation, speculated, rebuke, perturb, apprehension, dilapidated, noble, malevolent, florid, liberate, wary, triumphant, inquisitive, summon, bacteria, microscopic, organism, prestigious, symptom, virus, influential, poise, self-importance, timid, vibrancy, apocalypse, lurk, oblivious, publish

Academic: recite, categorize, construct, create, connect, design, summarize, interpret, relate, show, apply concepts, illustrate



6-Informational

Standards

RI.6.1; RI.6.2; RI.6.3; RI.6.4;
RI.6.5; RI.6.6; RI.6.7; RI.6.8;
RI.6.9; RI.6.10; RI.6.11; RI.6.12;
RI.6.13

Resources

NoRedInk, StudySync,
iXL

Competencies

- A successful student can interpret an author's purpose and intent in complex text.
- A successful student can interpret, acquire, and use words precisely.
- A successful student can produce a well-developed argument.
- A successful student can analyze sources for credibility and reference.

I can

- **I can** use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- **I can** recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
- **I can** read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **I can** 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.
- I can** read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **I can** recognize that different perspectives can be presented in different ways for different purposes.
- **I can** extract meaning and purpose from informational text by analyzing its structure and organization.
- **I can** understand word meanings, and nuances in word meanings when reading.
- **I can** understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.
- **I can** interpret meaning from a variety of informational texts.
- **I can** 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.



6-Informational

Vocab

Content: Greek/Latin roots, alley, germs, invisible, nonsense, raggedy, amphibious, asset, extensive, motivated, obvious, eddy, dormant, flue, hummocks, ruefully, turbulence, wince, cosmetics, heir, monuments, Pharoah, prosperous, key features, inspired, fictional historical figures, analysis, cite, inference, textual evidence, complied, custody, discrimination, manhandled, warrant, chortled, foe, galumphing, shun, sought, bacteria, microscopic, organism, prestigious, symptom, virus, influential, poise, self-importance, timid, vibrancy

Academic: Interpret, relate, show, construct, connect, apply concepts, create, illustrate, annotate, cite evidence, define, infer, predict, recognize, use context clues, articulate, critique, draw conclusions, engage, summarize, support, write, analyze, annotate, discuss, recall, identify, classify, compare, differentiate, identify patterns, comprehend, determine, select, understand, develop, establish, explain, extract meaning and purpose, refer, use, express, maintain, prepare, review, support claims, use valid reasoning