

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 1 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RL.1 6.RL.2 6.RL.3 6.RL.6 6.RL.10	<ul style="list-style-type: none"> • I can cite evidence from literacy text to support my analysis. • I can determine a theme based on details in the text. • I can summarize a literary text using only information from the text. • I can describe how the plot evolves throughout a literary text. • I can describe how the characters change throughout a literary text. • I can analyze how an author develops a narrator or speaker's point of view. • I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support. 	Analysis Character Details Inference Opinions Plot Summary Text Episodes (series) Judgments Textual Evidence Theme (central idea) Connotative Meaning Word/Phrase Meanings Comprehend Poems Drama Proficient	Author Chapter Contribute Narrator Point of View Scene Sentence Setting Speaker Stanza Structure Tone Impact Specific Word Choice Figurative Meaning Fiction Stories Literature	Rubric Writing 6+1 Traits of Writing Assessment tool Comprehension Tests Presentations Book Reviews Literature Evaluations Teacher/Student Conferences DIBELS DAZE Reports Research Projects Teacher Observations Reflection Logs	Text: The Elements of Writing Text: Intro to Literature 6+1 Writing Assessment Program Dictionary Thesaurus Writing Samples Computer Lab Chrome Books Microsoft Office Approved Web-sites Periodicals Famous Speeches Trade Books Essays Novels Library

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 2 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RI.1 6.RI.2 6.RI.6 6.RI.7 6.RI.10	<ul style="list-style-type: none"> • I can cite evidence from informational text to support my analysis. • I can determine the main idea of an informational text based on details in the text. • I can summarize an informational text using only information from the text. • I can identify aspects of the text that reveal an author's point of view or purpose in an informational text. • I can explain how an author's point of view is conveyed in an informational text. • I can use a variety of media to develop and deepen my understanding of a topic or idea. • I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support. 	Analysis Details Events Fact Ideas Inference Introduced Summary Chapter Paragraph Point of View Purpose Sentence Argument Authors' Presentations of Events Evidence Information Issue Media Formats Presentation Reasons Claims	Elaborated Illustrated Judgment Key Individuals Personal Opinion Textual Evidence Theme (central ideas) Connotative Meaning Figurative Meaning Idea Development Selection Technical Meaning Text Structure Topic Range Literary Nonfiction Text Complexity		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 3 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.W.2 6.W.3 6.W.4 6.W.5 6.W.6 6.W.10	<ul style="list-style-type: none"> • I can use the 6+1 traits to craft informative/ explanatory texts. • I can write an informative/explanatory text that has a clear topic. • I can group supporting facts together about a topic in an informative/explanatory text • I can use text, formatting, illustrations, and multi-media to support my topic. • I can develop the topic with facts, definitions, details, and quotations. • I can use transitions to clarify the relationships among my ideas. • I can use contextually specific language/vocabulary to inform or explain about a topic • I can establish and maintain a formal style in my writing. • I can construct a concluding statement or section of an informative/explanatory text. • I can use the 6+1 traits to craft narrative texts. • I can introduce the narrator/characters of my narrative. • I can organize events in an order that makes sense in my narrative. 	Cause/Effect Compare/ Contrast Comprehension Concepts Conclusion Concrete Details Context Definition Domain Specific Vocabulary Explanatory Text Ideas Informational Informative Text Multimedia Characters Conclusion Convey Dialogue Events Experiences Imagined Experiences Narratives Narrator Setting Techniques Unfolds Narrative	Claims Classification Clauses Clear Reasons Credible Sources Description Descriptive Details Effective Technique Event Sequences Formal Style Imagined Experiences Pacing Precise Words Presented Explanation Presented Information Shifts Relevant Content Reader Real		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 4 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<ul style="list-style-type: none"> • I can use dialogue and descriptions to show the actions, thoughts and feelings of my characters. • I can use transitional words, phrases and clauses to show passage of time in a narrative text. • I can use precise words and phrases and sensory language to convey experiences and events to my reader. • I can write a conclusion to my narrative. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. • I can use the writing process to produce clear and coherent writing. • I can use technology to publish a piece of writing. • I can use technology to collaborate with others. • I can use type at least three pages of writing in a single sitting. • I can adjust my writing practices for different time frames, tasks, purposes, and audiences. 	Techniques Appropriate Clear/Coherent Writing Development Editing Organization Planning Revising Guidance Rewriting Style Purposes Discipline Specific Task Research Extended Time Frames Revision Shorter Time Frames Single Sitting	Experiences Relevant Evidence Relevant Facts Sensory Language Sequence Transition Words Transitions Relevant Descriptive Details Internet Support Task Technology New Approach Audiences Reflection		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 5 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.L.1 6.L.2 6.L.3 6.L.6	<ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. • I can use the proper case of pronouns in my writing. • I can use intensive pronouns. (e.g., <i>myself</i>, <i>ourselves</i>) • I can correct inappropriate shifts in pronoun number and person. • I can correct vague pronouns. (i.e., ones with unclear or ambiguous antecedents) • I can identify when Standard English is and isn't being used. • I can convert language into Standard English. • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. • I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • I can spell correctly. • I can use a variety of sentence structures to make my writing and speaking more interesting. • I can maintain consistency in style and 	Conventions Spelling Possessive Antecedent Intensive Pronouns Pronoun Number Subjective Case Usage Objective Dash Parentheses Punctuation Grammar Consistent Style Sentence Patterns Context Phrases Definition Print Word Relationships Academic	Capitalization Ambiguous Antecedent Inappropriate Shifts Strategies to Improve Expression Nonrestrictive Elements Pronouns Comma Proper Case Vague Pronoun Variations Parenthetical Elements Consistent Tone Domain Specific Vocabulary Reference Materials Figurative Language		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 6 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<p>tone when writing and speaking</p> <ul style="list-style-type: none"> • I can accurately use 6th grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary. 	<p>Words/Phrases Affix Digital Nuances in Word Meanings Pronunciation Figures of Speech Root Greek Unknown Words Vocabulary Knowledge</p>	<p>Denotation Multiple- Meaning Words Preliminary Association Determination Part of Speech Clue Personification Connotation Latin Precise Meaning</p>		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 7 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.SL.1 6.SL.6	<ul style="list-style-type: none"> • I can effectively engage in collaborative discussions with my peers. • I can prepare myself to participate in discussions. • I can follow our crew norms when I participate in a discussion. • I can pose questions with elaboration so I'm clear about what is being discussed. • I can pose questions with elaboration that are on the topic being discussed. • I can connect my questions to what others say. • I can respond to questions with elaboration and detail that connect with what is being discussed. • I can explain what I understand about the topic being discussed. • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. 	Argument Questions Detail Reason Reflection Discussion Evidence Text Explicit Roles Topic Formats Rule Individual Collegial Claim Comments Goal Adequate Volume Command Multi-Media Tasks Theme Context Music Presentation	Information Speaker Issue Specific Key Ideas Support Main Ideas Required Material Media Visual Displays Preparation Deadline Elaboration Multiple Perspectives Paraphrasing Diverse Partners Facts Main Ideas Formal English Ideas Variety		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 8 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
		Descriptions Eye contact Indicated Pertinence Clear Pronunciation	Visual Displays Information Speech Logical Findings Components		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 9 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RL.4 6.RL.7 6.RL.10	<ul style="list-style-type: none"> • I can determine the meaning of literal and figurative language (metaphors and similes) in text. • I can analyze how an author's word choice affects tone and meaning. • I can compare and contrast how reading a text is different from watching a movie or listening to the text. • I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support. 	Author Chapter Plot Contribute Point of View Narrator Setting Scene Sentence Speaker Stanza Structure Theme Tone Drama Experience Genre Poem Story Text Theme	Connotative Meaning Figurative Meaning Impact Specific Word Choice Word/Phrase Meanings Approach Audio Form Live Topics Version Video Comprehend Drama Fiction Literature Poems Proficient Stories	Rubric Writing 6+1 Traits of Writing Assessment tool Comprehension Tests Presentations Book Reviews Literature Evaluations Teacher/Student Conferences DIBELS DAZE Reports Research Projects Teacher Observations Reflection Logs	Text: The Elements of Writing Text: Intro to Literature 6+1 Writing Assessment Program Dictionary Thesaurus Writing Samples Computer Lab Chrome Books Microsoft Office Approved Web-sites Periodicals Famous Speeches Trade Books Essays Novels Library

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 10 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RI.1 6.RI.2 6.RI.3 6.RI.4 6.RI.6 6.RI.8 6.RI.10	<ul style="list-style-type: none"> • I can cite evidence from informational text to support my analysis. • I can determine the main idea of an informational text based on details in the text. • I can summarize an informational text using only information from the text. • I can analyze how key individuals, events, or ideas are developed throughout a text. • I can use a variety of strategies to determine word meaning in informational texts. • I can identify aspects of the text that reveal an author's point of view or purpose in an informational text. • I can explain how an author's point of view is conveyed in an informational text. • I can identify the argument and specific claims in a text. • I can evaluate the argument and specific claims for sufficient evidence. • I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support. 	Analysis Details Events Fact Ideas Inference Introduced Summary Chapter Paragraph Point of View Purpose Sentence Argument Authors' Presentations of Events Evidence Information Issue Media Formats Presentation Reasons	Elaborated Illustrated Judgment Key Individuals Personal Opinion Textual Evidence Theme (central ideas) Connotative Meaning Figurative Meaning Idea Development Selection Technical Meaning Text Structure Topic Range Literary Nonfiction Text Complexity Claims		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 11 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.W.1 6.W.2 6.W.4 6.W.5 6.W.6 6.W.7 6.W.8 6.W.10	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. • I can create an introduction that states my main argument and foreshadows the organization of my piece. • I can support my claim(s) with reasons and evidence. • I can use credible sources to support my claim(s) • I can identify the relationship between my claim(s) and reasons by using linking words, phrases and clauses. • I can maintain a formal style in my writing. • I can construct a concluding statement or section that reinforces my main argument. • I can use the 6+1 traits to craft informative/ explanatory texts. • I can write an informative/explanatory text that has a clear topic. • I can group supporting facts together about a topic in an informative/explanatory text • I can use text, formatting, illustrations, 	cause/effect clauses context concepts precise language transition words arguments relevant facts presented information effective technique sensory language formal style shifts credible sources relevant content Reader Sequence Precise	conclusion/ concluding statement phrases text topic words descriptive details presented explanation relevant evidence claims classification event sequences reader sequence clear reasons real experiences imagined experiences transitions Development Guidance Analysis		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 12 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<p>and multi-media to support my topic.</p> <ul style="list-style-type: none"> • I can develop the topic with facts, definitions, details, and quotations. • I can use transitions to clarify the relationships among my ideas. • I can use contextually specific language/vocabulary to inform or explain about a topic • I can establish and maintain a formal style in my writing. • I can construct a concluding statement or section of an informative/explanatory text. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. • I can use the writing process to produce clear and coherent writing. • I can use technology to publish a piece of writing. • I can use technology to collaborate with others. • I can use type at least three pages of writing in a single sitting. 	<p>Words Transition Words Ideas Domain Specific Vocabulary Compare/ Contrast Explanatory Text Planning Appropriate Internet Task Organization Style Question Informational Text Conclusions Literary Text Sources Data Inquiry Revise Plagiarism</p>	<p>Description pacing Conclusion Definition Informational Informative Text Concrete Details Comprehension Concepts Multimedia Support Editing Audience Technology Purpose Clear/Coherent Writing Rewriting New Approach Relevant Information Reflection Digital Sources Print Sources Bibliographic Information for</p>		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 13 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. • I can use several sources in my research. • I can refocus or refine my question when appropriate. • I can gather relevant information from a variety of sources. • I can assess the credibility of each source I use. • I can quote or paraphrase what others say about my topic while avoiding plagiarism. • I can document the sources I used in a bibliography. • I can adjust my writing practices for different time frames, tasks, purposes, and audiences. 	Research Project Single Sitting Shorter Time Frames Research	Sources Credibility Discipline Specific Task Extended Time Frames		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 14 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.L.1 6.L.2 6.L.3 6.L.6	<ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. • I can use the proper case of pronouns in my writing. • I can use intensive pronouns. (e.g., <i>myself</i>, <i>ourselves</i>) • I can correct inappropriate shifts in pronoun number and person. • I can correct vague pronouns. (i.e., ones with unclear or ambiguous antecedents) • I can identify when Standard English is and isn’t being used. • I can convert language into Standard English. • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. • I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • I can spell correctly. • I can use a variety of sentence structures to make my writing and speaking more interesting. 	Conventions Spelling Possessive Antecedent Intensive Pronouns Pronoun Number Subjective Case Usage Objective Dash Parentheses Punctuation Grammar Consistent Style Sentence Patterns Context Phrases Definition Print Word Relationships	Capitalization Ambiguous Antecedent Inappropriate Shifts Strategies to Improve Expression Nonrestrictive Elements Pronouns Comma Proper Case Vague Pronoun Variations Parenthetical Elements Consistent Tone Domain Specific Vocabulary Reference Materials Figurative		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 15 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<ul style="list-style-type: none"> • I can maintain consistency in style and tone when writing and speaking. • I can accurately use 6th grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary. 	Academic Words/Phrases Affix Digital Nuances in Word Meanings Pronunciation Figures of Speech Root Greek Unknown Words Vocabulary Knowledge	Language Denotation Multiple-Meaning Words Preliminary Association Determination Part of Speech Clue Personification Connotation Latin Precise Meaning		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 16 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.SL.1 6.SL.2 6.SL.3 6.SL.4 6.SL.5 6.SL.6	<ul style="list-style-type: none"> • I can effectively engage in collaborative discussions with my peers. • I can prepare myself to participate in discussions. • I can follow our crew norms when I participate in a discussion. • I can pose questions with elaboration so I’m clear about what is being discussed. • I can pose questions with elaboration that are on the topic being discussed. • I can connect my questions to what others say. • I can respond to questions with elaboration and detail that connect with what is being discussed. • I can explain what I understand about the topic being discussed. • I can interpret information presented in different media and formats. • I can explain how new information connects to a topic, text, or issue I am studying. • I can outline a speaker’s argument and specific claims. 	Argument Questions Detail Reason Reflection Discussion Evidence Text Explicit Roles Topic Formats Rule Individual Collegial Claim Comments Goal Adequate Volume Command Multi-Media Tasks Theme Context Music	Information Speaker Issue Specific Key Ideas Support Main Ideas Required Material Media Visual Displays Preparation Deadline Elaboration Multiple Perspectives Paraphrasing Diverse Partners Facts Main Ideas Formal English Ideas Variety Visual Displays Information		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 17 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<ul style="list-style-type: none"> • I can determine whether a speaker's argument is supported by reasons and evidence or not. • I can present claims and findings in a logical order. • I can support my main points with descriptions, facts, and details. • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). • I can use multimedia components and visual displays to clarify what I am trying to explain. • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. 	Presentation Descriptions Eye contact Indicated Pertinence Clear	Speech Logical Findings Components Pronunciation		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 18 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RL.5 6.RL.9 6.RL.10	<ul style="list-style-type: none"> • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text. • I can compare and contrast how different genres communicate the same theme or idea. • I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support. 	Author Chapter Contribute Narrator Plot Point of View Scene Sentence Setting Speaker Stanza Structure Theme Tone Stories	Connotative Meaning Figurative Meaning Impact Specific Word Choice Word/Phrase Meanings Comprehend Drama Fiction Literature Poems Proficient	Rubric Writing 6+1 Traits of Writing Assessment tool Comprehension Tests Presentations Book Reviews Literature Evaluations Teacher/Student Conferences DIBELS DAZE Reports Research Projects Teacher Observations Reflection Logs	Text: The Elements of Writing Text: Intro to Literature 6+1 Writing Assessment Program Dictionary Thesaurus Writing Samples Computer Lab Chrome Books Microsoft Office Approved Web-sites Periodicals Famous Speeches Trade Books Essays Novels Library

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 19 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.RI.3 6.RI.5 6.RI.8 6.RI.9 6.RI.10	<ul style="list-style-type: none"> • I can analyze how key individuals, events, or ideas are developed throughout a text. • I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. • I can identify the argument and specific claims in a text. • I can evaluate the argument and specific claims for sufficient evidence. • I can compare how different authors portray the same idea or event. • I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support. 	Analysis Details Events Fact Ideas Inference Introduced Summary Chapter Paragraph Point of View Purpose Sentence Argument Authors' Presentations of Events Evidence Information Issue Media Formats Presentation Reasons	Elaborated Illustrated Judgment Key Individuals Personal Opinion Textual Evidence Theme (central ideas) Connotative Meaning Figurative Meaning Idea Development Selection Technical Meaning Text Structure Topic Range Literary Nonfiction Text Complexity Claims		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 20 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.W.1 6.W.4 6.W.5 6.W.6 6.W.9 6.W.10	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. • I can create an introduction that states my main argument and foreshadows the organization of my piece. • I can support my claim(s) with reasons and evidence. • I can use credible sources to support my claim(s) • I can identify the relationship between my claim(s) and reasons by using linking words, phrases and clauses. • I can maintain a formal style in my writing. • I can construct a concluding statement or section that reinforces my main argument. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. • I can use the writing process to produce clear and coherent writing. • I can use technology to publish a piece of 	cause/effect text topic context phrases concepts clauses words arguments claims relevant facts event sequences reader sequence sensory language shifts imagined experiences relevant content description	conclusion statement precise language transition words classification descriptive details effective technique presented explanation presented information relevant evidence clear reasons formal style real experiences credible sources		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 21 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary	Suggested Assessments	Possible Resources	
	<p>writing.</p> <ul style="list-style-type: none"> • I can use technology to collaborate with others. • I can use type at least three pages of writing in a single sitting. • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. • I can adjust my writing practices for different time frames, tasks, purposes, and audiences. 	<p>spacing</p> <p>Appropriate Editing Planning Support Task Purpose Internet Audience Guidance Style Question Analysis Reflection Sources Bibliographic Information for Sources Data Plagiarism Research Project Discipline Specific Task</p>	<p>transitions</p> <p>Extended Time Frames</p> <p>Clear/Coherent Writing Organization Revising Technology Development New Approach Rewriting Relevant Information Informational Text Conclusions Literary Text Digital Sources Print Sources Research Inquiry Credibility Audiences Purposes Reflection</p>		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 22 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
<p>6.L.4 6.L.5</p>	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words and phrases. • I can use what the text says (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) to determine the meaning of a word or phrase. • I can use common Greek and Latin affixes (prefixes) and roots as clues to help me determine the meaning of a word. (e.g., <i>audience, auditory, audible</i>) • I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation, meaning of key words and phrases, and its part of speech. • I can check the accuracy of my guess about the meaning of a word or phrase by using resource materials. • I can analyze figurative language, word 	<p>Single Sitting Revision</p> <p>Context Definition Phrases Print Denotation Multiple-Meaning Words Affix Digital Nuances in Word Meanings Clue Greek Latin Connotation Precise Meaning Root</p>	<p>Research Shorter Time Frames</p> <p>Domain Specific Vocabulary Reference Materials Figurative Language Word Relationships Academic Words/Phrases Preliminary Determination Pronunciation Association Figures of Speech Part of Speech Personification Unknown Words Vocabulary Knowledge</p>		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 23 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<p>relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">• I can interpret figures of speech in context. (e.g., <i>personification</i>)<ul style="list-style-type: none">• I can use the relationship between particular words to better understand each of the words. (e.g., <i>cause/effect, part/whole, item/category</i>)• I can distinguish among the connotations (associations) of words with similar denotations (definitions.) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)				

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 24 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
6.SL.1 6.SL.3 6.SL.4 6.SL.5 6.SL.6	<ul style="list-style-type: none"> • I can effectively engage in collaborative discussions with my peers. • I can prepare myself to participate in discussions. • I can follow our crew norms when I participate in a discussion. • I can pose questions with elaboration so I'm clear about what is being discussed. • I can pose questions with elaboration that are on the topic being discussed. • I can connect my questions to what others say. • I can respond to questions with elaboration and detail that connect with what is being discussed. • I can explain what I understand about the topic being discussed. 	Argument Questions Detail Reason Reflection Discussion Evidence Text Explicit Roles Topic Formats Rule Individual Collegial Claim Comments Goal Adequate Volume Command	Information Speaker Issue Specific Key Ideas Support Main Ideas Required Material Media Visual Displays Preparation Deadline Elaboration Multiple Perspectives Paraphrasing Diverse Partners		

Language Arts Core Units

Course Title: 6th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit: 12 Weeks

Grade Level: 6th

Page: 25 of 25

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" statements	Key Vocabulary		Suggested Assessments	Possible Resources
	<ul style="list-style-type: none"> • I can outline a speaker’s argument and specific claims. • I can determine whether a speaker’s argument is supported by reasons and evidence or not. • I can present claims and findings in a logical order. • I can support my main points with descriptions, facts, and details. • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). • I can use multimedia components and visual displays to clarify what I am trying to explain. • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. 	Multi-Media Tasks Theme Context Music Descriptions Eye contact Indicated Pertinence Clear Logical Findings	Facts Main Ideas Formal English Ideas Variety Visual Displays Information Speech Presentation Components Pronunciation		