



6th Grade Language Arts



Curriculum used to complete units:

Supplements _____ Intervention if applicable _____

****Yearly Overview:** Students should spend the large majority of their time on the major work of the grade (in bold). Supporting and additional work can engage students in the major work of the grade.

LP1		LP2		LP3		LP4	
I can refer to specific examples in a text to support my thoughts and draw inferences about a story. (RL.6.1)		I can refer to the text to support my thoughts and draw inferences about a piece of informational text. (RI.6.1)		I can refer to specific examples in a text to support my thoughts and draw inferences about a story. (RL.6.1)		I can refer to specific examples in a text to support my thoughts and draw inferences about a story. (RL.6.1)	
I can give a summary of the story without adding my opinions or judgments. (RL.6.2)		I can give a summary of a piece of informational text without adding my opinions or judgments. (RI.6.2)		I can describe how the plot of a story or drama unfolds in a sequence of Events. (RL.6.3)		I can use details from the text to determine the theme or message of a story. (RL.6.2)	
I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot. (RL.6.5)		I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text. (RI.6.4)		I can describe how the characters in a story or drama change as a story moves towards its conclusion. (RL.6.3)		I can explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)	
I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information. (W.6.2)		I can trace and assess how an argument is created in a text, determining claims supported with evidence, and claims that are unsupported with evidence. (RI.6.8)		I can figure out the deeper meanings of words and phrases as they are used in a story. (RL.6.4)		I can compare and contrast similar themes or topics in various fiction genres. (RL.6.9)	
I can show that I know how to write sentences accurately. (L.6.2)		I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.6.5)		I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used (RI.6.4)		I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.6.10)	
I can determine the meanings of unfamiliar words by using the strategies I have learned and by thinking about what I have read. (L.6.4)		I can write arguments and use clear reasons and relevant evidence to support my claims. (W.6.1)		I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences. (W.6.3)		I can appropriately change how I speak depending on the situation and context to show control of formal English language. (SL.6.6)	
I can learn and use new vocabulary appropriate for 6th grade. (L.6.6)		I can think about information presented in different media or formats and explain how it contributes to a topic, text or issue. (SL.6.2)		I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues. (SL.6.1)		I can show that I understand the deeper meanings of words and phrases. (L.6.5)	
		I can learn and use new vocabulary appropriate for 6th grade. (L.6.6)				I can show new knowledge of vocabulary when I think about how words or phrases that are important to meaning or expression. (L.6.6)	

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LP5		LP6		LP7		LP8	
I can refer to the text to support my thoughts and draw inferences about a piece of informational text. (RI.6.1)		I can figure out the deeper meanings of words and phrases as they are used in a story. (RL.6.4)		I can refer to the text to support my thoughts and draw inferences about a piece of informational text. (RI.6.1)		I can think and talk about the effects that specific words have on the meaning or tone of a story. (RL.6.4)	
I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in a piece of informational text. (RI.6.3)		I can think and talk about the effects that specific words have on the meaning or tone of a story. (RL.6.4)		I can use details from the text to determine the central idea of a piece of informational text. (RI.6.2)		I can read and understand stories, dramas and poems at my grade level and above (with help where needed). (RL.6.10)	
I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. (RI.6.4)		I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version. (RL.6.7)		I can figure out an author's point of view in a piece of informational text and explain how it is expressed in the text. (RI.6.6)		I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.6.4)	
I can think about how various sections (sentences, chapters, scenes or stanzas piece of informational text) fit into the overall structure of a text and how that affects the development of the ideas in the text. (RI.6.5)		I can read and understand stories, dramas and poems at my grade level and above (with help where needed). (RL.6.10)		I can better understand a topic or issue by thinking about how it has been presented in different media or formats. (RI.6.7)		I can gather evidence from fiction or informational text to support my investigation, thinking and research. (W.6.9)	
I can use technology to interact and collaborate with others. (W.6.6)		I can use different forms of technology to create and publish my writing. (W.6.6)		I can compare and contrast one author's presentation of events with that of another author's presentation of the same events. (RI.6.9)		I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.6.10)	
I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed. (W.6.7)		I can identify a speaker's argument, recognizing claims supported with evidence, and claims that are unsupported with evidence. (SL.6.3)		I can read and comprehend literary nonfiction at my grade level and above, with help (as needed at the high end of the range). (RI.6.10)		I can build on others' ideas and express my own ideas clearly. (SL.6.1a)	
I can quote or paraphrase from print and digital sources without plagiarizing. (W.6.8)		I can learn and use new vocabulary appropriate for 6th grade. (L.6.6)		I can provide basic bibliography information to recognize the sources I use in my research. (W.6.8)		I can show that I understand standard English in my speech and in my writing. (L.6.1)	
I can present claims in a logical order, using good presentation skills to emphasize important details and a main idea. (SL.6.4)		I can show that I know how to write sentences accurately. (L.6.2)		I can determine if a source is credible when I gather new information from books or technology. (W.6.8)		I can show that I understand the deeper meanings of words and phrases (L.6.5)	
I can include multimedia (e.g., graphics, images, music or sound) and other displays to help me clarify information in my presentations. (SL.6.5)				I can write, speak, read and listen by using my knowledge of the English language. (L.6.3)			

6th Grade Academic Vocabulary: analyze, anecdote, antonym, argument, bibliography, cause, central idea, character, character traits, characterization, cite, claim, compare, comprehension, conclude/conclusion, connotation, connotative meaning, context, contrast, convey, counterclaim, credible, describe, detail(s), determine, dialogue, difference, distinct, editing, elaborate/elaboration, evaluate, evidence, explicit, expository, figurative language, figurative meaning, illustrate, impact, inference, mood, narrative, narrator, paraphrase, persuade/persuasive, phrases, plagiarism, plot, point of view, purpose, realism, research, resolution, revise/revision, sequence, similarity, source, speaker, stanza, summarize, synonym, synthesize, text evidence, text structure, theme, thesis, tone, topic, valid, word choice.