

GRADE 6 ELA Year At A Glance

Unit 1: Literary Analysis	Unit 2: Mythology	Unit 3: Civil Rights	Unit 4: Mystery
Time Frame: 1st 9 weeks	Time Frame: 2nd 9 weeks	Time Frame: 3rd 9 weeks	Time Frame: 4th 9 weeks
Unit Focus: Fiction Study Reflective Narrative	Unit Focus: Myths Reflective Narrative	Unit Focus: Nonfiction/Historical Fiction Expository Writing	Unit Focus: Mysteries Writing Revisited
Power Standards Addressed: RL.6.1 RL.6.2 RI.6.1 RI.6.2 W.6.3 W.6.10 L.6.1 L.6.2 L.6.4	Power Standards Addressed: RL.6.1 RL.6.2 RI.6.1 RI.6.2 W.6.3 W.6.10 L.6.1 L.6.2 L.6.4	Power Standards Addressed: RL.6.1 RL.6.2 RI.6.1 RI.6.2 W.6.3 W.6.10 L.6.1 L.6.2 L.6.4	Power Standards Addressed: RL.6.1 RL.6.2 RI.6.1 RI.6.2 W.6.3 W.6.10 L.6.1 L.6.2 L.6.4

Unit 1	Literary Analysis	Grade Level	6	Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 1
- I can determine which evidence most strongly supports my answer. 1
- I can properly cite evidence to support my answer. 1

RL.6.2 Examine a grade-appropriate literary text. ● Provide an objective summary. ● Determine a theme of a text and how it is conveyed through particular details.

Student-Friendly Objectives:

- I can examine a literary text using close reading strategies. 1
- I can write an objective summary. 1, 3
- I can infer the theme of a text and use details to explain it. 1

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Student-Friendly Objectives:

- I can develop real or imaginary experiences, events, and characters with good pacing, description, and dialogue. 1, 2
- I can convey how the events or experience impacted me. 1, 2

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6.

Student-Friendly Objectives:

- I can form simple sentences. 1
- I can make sure my subject agrees with my verb.1
- I can maintain parallel structure in my writing. 1,2,3

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.

Student-Friendly Objectives:

- I can use commas in a sentence correctly. 1,2,3
- I can capitalize words in my sentence correctly.1

L.6.4 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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases. 1,2,3
- I can apply strategies to clarify multiple-meaning words/phrases. 1,2,3

Learning Indicators of Power Standards

Students will know...

- Explicit evidence RL.6.1
- Evidence-based inferences RL.6.1
- Objective summaries RL.6.2
 - Include **highlights** of a story (characters, conflict, resolution)
 - Do not include writer's opinion.
- The elements of a story RL.6.2
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- That authors develop theme through particular details. RL.6.2
- Narrative techniques W.6.3
 - Dialogue
 - Pacing with exposition, rising action, climax, falling action, resolution
 - Descriptive detail
 - Sequencing
 - Reflection
- Sentence patterns L.6.1
 - S-AV

And be able to...

- Cite evidence that supports explicit analysis RL.6.1
- Cite evidence that supports inference RL.6.1
- Evaluate the evidence that most strongly supports analysis of the text RL.6.1
- Define what it means to be objective. RL.6.2
- Write an objective summary using **important** elements from the story. RL.6.2
- Infer the theme. RL.6.2
- Analyze theme development using particular details in the text. RL.6.2
- Compare and contrast two texts. RL.6.2
- Write a well-structured, reflective narrative that uses effective techniques and relevant and descriptive details W.6.3
 - Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
 - Convey how the events or experience impacted the writer.
 - Include transition words appropriately
- Form simple sentences L.6.1
- Recognize and correct fragments and run-ons L.6.1
- Maintain consistent subject-verb agreement L.6.1

- S-LV-PN
- S-LV-PA
- Sentence types L.6.1
 - Simple
 - Fragments and run-ons (for correction)
- Subject-verb agreement L.6.1
- Parallel structure L.6.1
- Commas L.6.2
 - Before or after transitional words and phrases
 - To separate quotes in a sentence
- Capitalization L.6.2
 - Pronoun I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of quote
- Multiple meanings of words and phrases L.6.4
- Various strategies to aid with determining meaning of words and phrases L.6.4

- Understand sentence patterns in order to construct various simple sentences L.6.1
- Correctly use the intended word in a sentence L.6.1
- Maintain parallel structure in writing L.6.1
- Punctuate transitional words and phrases correctly L.6.2
- Punctuate quotes in a sentence correctly L.6.2
- Capitalize the pronoun I L.6.2
- Capitalize the first word in a sentence L.6.2
- Capitalize proper nouns L.6.2
- Capitalize the beginning of a quotation (when appropriate) L.6.2
- Determine meaning of words and phrases using various strategies L.6.4
 - context clues
 - figurative language
 - Greek and Latin roots
 - prefixes and suffixes
 - dictionaries/thesauruses

Additional Arkansas State Standards

- RL.6.3 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.
- R.L.6.4 Craft and Structure: 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.
- R.L.6.5 Craft and Structure: 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.
- RL.6.6: Explain how an author develops the point of view of the narrator in a text.
- R.L.6.7 Integration of Knowledge and Ideas: 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.
- R.L.6.9 Integration of Knowledge and Ideas: 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5. 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.
- W.6.6. 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.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL.6.1. 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. 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
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.4 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.
- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 2	Mythology	Grade Level	6	Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 1
- I can determine which evidence most strongly supports my answer. 1
- I can properly cite evidence to support my answer. 1

RL.6.2 Examine a grade-appropriate literary text. ● Provide an objective summary. ● Determine a theme of a text and how it is conveyed through particular details.

Student-Friendly Objectives:

- I can examine a literary text using close reading strategies. 1,4
- I can write an objective summary. 1, 3
- I can infer the theme of a text and use details to explain it. 1

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Student-Friendly Objectives:

- I can develop real or imaginary experiences, events, and characters with good pacing, description, and dialogue. 1, 2
- I can convey how the events or experience impacted me. 1, 2

W.6.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can organize my writing by task, purpose, and audience. 1, 2, 3, 4
- I can produce writing appropriate for short or extended time frames. 1, 2, 3, 4
- I can revise my own writing based on feedback, when appropriate. 1, 2, 3, 4

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6.

Student-Friendly Objectives:

- I can make sure my subject agrees with my verb.1
- I can maintain parallel structure in my writing. 1,2,3

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.

Student-Friendly Objectives:

- I can use commas in a sentence correctly. 1,2,3

L.6.4 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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases. 2,3
- I can apply strategies to clarify multiple-meaning words/phrases.2,3
- I can use commas in a sentence correctly. 1,2,3
- I can punctuate compound sentences correctly. 2

Learning Indicators of Power Standards

Students will know...

- Explicit evidence RL.6.1
- Evidence-based inferences RL.6.1
- Objective summaries RL.6.2
 - Include **highlights** of a story (characters, conflict, resolution)
 - Do not include writer’s opinion.
- The elements of a story RL.6.2
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- That authors develop theme through particular details. RL.6.2
- Narrative techniques W.6.3

And be able to...

- Cite evidence that supports explicit analysis RL.6.1
- Cite evidence that supports inference RL.6.1
- Evaluate the evidence that most strongly supports analysis of the text RL.6.1
- Define what it means to be objective. RL.6.2
- Write an objective summary using **important** elements from the story. RL.6.2
- Infer the theme. RL.6.2
- Analyze theme development using particular details in the text. RL.6.2
- Compare and contrast two texts. RL.6.2
- Write a well-structured, reflective narrative that uses effective techniques and relevant and descriptive details W.6.3

- Dialogue
- Pacing with exposition, rising action, climax, falling action, resolution
- Descriptive detail
- Sequencing
- Reflection
- Sentence types L.6.1
 - Compound
- Independent and dependent clauses L.6.1
- Prepositional phrases L.6.1
- Coordinating conjunctions (for, and, or, but, so, yet--nor will be taught at a later time) L.6.1
- Frequently confused words (who/whom, led/lead, their/there/they're, effect/affect, your/you're, its/it's, etc.) L.6.1
- Adjectives L.6.1
- Adverbs L.6.1
- Parallel structure L.6.1
- Commas L.6.2
 - Before coordinating conjunction
- Multiple meanings of words and phrases L.6.4
- Various strategies to aid with determining meaning of words and phrases L.6.4

- Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Convey how the events or experience impacted the writer.
- Include transition words appropriately
- Join independent clauses correctly to form compound sentences L.6.1
- Recognize prepositional phrases in order to determine subject-verb agreement L.6.1
- Use prepositional phrases to add additional information in a sentence L.6.1
- Understand sentence patterns in order to construct compound sentences L.6.1
- Correctly use the intended word in a sentence L.6.1
- Choose the correct coordinating conjunction when forming compound sentences. L.6.1
- Use adjectives, adjectival phrases, adverbs, and adverbial phrases in a sentence L.6.1
- Maintain parallel structure in writing L.6.1
- Punctuate compound sentences correctly L.6.2
- Punctuate transitional words and phrases correctly L.6.2
- Determine meaning of words and phrases using various strategies L.6.4
 - context clues
 - figurative language
 - Greek and Latin roots
 - prefixes and suffixes
 - dictionaries/thesauruses

Additional Arkansas State Standards

- R.L.6.4 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.
- R.L.6.5 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.
- RL.6.6 Explain how an author develops the point of view of the narrator in a text.
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5 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. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 6.)
- W.6.6 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.

- SL.6.4 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.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Vary sentence patterns for meaning, reader/listener interest, and style.
 - Maintain consistency in style and tone.

Unit 3	Civil Rights and Equality	Grade Level	6	Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RI.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 3,4
- I can determine which evidence most strongly supports my answer. 3,4
- I can properly cite evidence to support my answer. 3,4

RI.6.2 Examine a grade-appropriate informational text. ● Provide an objective summary. ● Determine a central idea and how it is conveyed through particular details.

Student-Friendly Objectives:

- I can examine an informational text using close reading strategies. 3
- I can write an objective summary. 3
- I can infer the central idea of a text and use details to explain it. 3

W.6.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing. 3, 4
- I can organize my writing by task, purpose, and audience. 1, 2, 3, 4
- I can produce writing appropriate for short or extended time frames. 1, 2, 3, 4
- I can revise my own writing based on feedback, when appropriate. 1, 2, 3, 4

RI.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 3,4
- I can determine which evidence most strongly supports my answer. 3,4
- I can properly cite evidence to support my answer. 3,4

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6.

Student-Friendly Objectives:

- I can maintain parallel structure in my writing. 1,2,3

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.

Student-Friendly Objectives:

- I can use commas in a sentence correctly. 1,2,3

L.6.4 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 effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases. 2,3
- I can apply strategies to clarify multiple-meaning words/phrases.2,3

Learning Indicators of Power Standards

Students will know...

- Explicit evidence RI.6.1
- Evidence-based inferences RI.6.1
- Objective summaries RI.6.2
 - Include **highlights** of a text
 - Do not include writer's opinion.
- That authors develop central idea through particular details. RI.6.2
- The parts and organization of an informational text RI.6.2
 - Text features (Titles, captions, headings, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
 - Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Various writing formats W.6.10
 - Paragraphs
 - Essays

And be able to...

- Cite evidence that supports explicit analysis RI.6.1
- Cite evidence that supports inference RI.6.1
- Evaluate the evidence that most strongly supports analysis of the text RI.6.1
- Define what it means to be objective. RI.6.2
- Write an objective summary using **important** elements from the text. RI.6.2
- Infer the central idea. RI.6.2
- Analyze central idea development using particular details in the text. RI.6.2
- Compare and contrast two texts. RI.6.2
- Identify tasks, purposes, and audience for writing. W.6.10
- Evaluate sources for research purposes W.6.10
- Apply the appropriate organizational structure to writing W.6.10

- Reports
- Opinions
- Reflective narrative
- Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences W.6.10
- Tone W.6.10
- Sentence patterns L.6.1
 - S-AV-DO
 - S-AV-IO-DO
- Sentence types L.6.1
 - Complex
 - Compound-complex
 - Fragments and run-ons (for correction)
- Independent and dependent clauses L.6.1
- Subordinating conjunctions L.6.1
- Parallel structure L.6.1
- Commas L.6.2
 - After an introductory subordinate clause
 - Before or after transitional words and phrases
 - To separate items in a series
 - To separate quotes in a sentence
- Multiple meanings of words and phrases L.6.4
- Various strategies to aid with determining meaning of words and phrases L.6.4

- Reflect/revise his/her own writing W.6.10
- Join independent clauses correctly to form complex sentences, L.6.1
- Understand sentence patterns in order to construct various simple, compound, complex sentences L.6.1
- Correctly use the intended word in a sentence L.6.1
- Choose the correct subordinating conjunction when forming complex sentences. L.6.1
- Maintain parallel structure in writing L.6.1
- Punctuate complex sentences correctly L.6.2
- Punctuate items in a series correctly L.6.2
- Punctuate transitional words and phrases correctly L.6.2
- Punctuate quotes in a sentence correctly L.6.2
- Determine meaning of words and phrases using various strategies L.6.4
 - context clues
 - figurative language
 - Greek and Latin roots
 - prefixes and suffixes
 - dictionaries/thesauruses

Additional Arkansas State Standards

- **RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.**
- **RL.6.4. 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/or tone.**
- **RL.6.5. 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.**
- **RL.6.6: Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.**
- **RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**
- **RI.6.5. 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.**
- **RI.6.6. Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.**
- **RI.6.7. 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.

- RI.6.8. 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.
- RI.6.9. 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).
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a) 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.
 - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c) Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e) Establish and maintain a formal style.
 - f) Provide a concluding statement or section that supports the information or explanation presented.
- W.6.5: Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own writing and others' writing and speaking, and identify and use strategies to improve expression in conventional language.)
- W.6.6. 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.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8: 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; providing basic bibliographic information for sources.
- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 4	Mystery	Grade Level	6	Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 3,4
- I can determine which evidence most strongly supports my answer. 3,4
- I can properly cite evidence to support my answer. 3,4

RL.6.2 Examine a grade-appropriate literary text. ● Provide an objective summary. ● Determine a theme of a text and how it is conveyed through particular details.

Student-Friendly Objectives:

- I can examine a literary text using close reading strategies. 1,4

RI.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student-Friendly Objectives:

- I can use evidence from a text to support my analysis. 3,4
- I can determine which evidence most strongly supports my answer. 3,4
- I can properly cite evidence to support my answer. 3,4

RI.6.2 Examine a grade-appropriate informational text. ● Provide an objective summary. ● Determine a central idea and how it is conveyed through particular details.

Student-Friendly Objectives:

- I can examine an informational text using close reading strategies. 3, 4

W.6.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing. 3, 4
- I can organize my writing by task, purpose, and audience. 1, 2, 3, 4
- I can produce writing appropriate for short or extended time frames. 1, 2, 3, 4
- I can revise my own writing based on feedback, when appropriate. 1, 2, 3, 4

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6.

Student-Friendly Objectives:

- I can demonstrate a sixth-grade level understanding of English grammar in writing and speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.

Student-Friendly Objectives:

- I can demonstrate a sixth-grade understanding of capitalization, punctuation, and spelling.

L.6.4 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 effective strategies.

Student-Friendly Objectives:

- I can use different strategies to determine and clarify the meaning of different words and phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence RL.6.1
- Evidence-based inferences RL.6.1
- Objective summaries RL.6.2
 - Include **highlights** of a story (characters, conflict, resolution)
 - Do not include writer’s opinion.
- The elements of a story RL.6.2
 - Exposition
 - Rising action
 - Climax
 - Falling action

And be able to...

- Cite evidence that supports explicit analysis RL.6.1
- Cite evidence that supports inference RL.6.1
- Evaluate the evidence that most strongly supports analysis of the text RL.6.1
- Define what it means to be objective. RL.6.2
- Write an objective summary using **important** elements from the story. RL.6.2
- Infer the theme. RL.6.2
- Analyze theme development using particular details in the text. RL.6.2

- Resolution
- That authors develop theme through particular details. RL.6.2
- Explicit evidence RI.6.1
- Evidence-based inferences RI.6.1
- Objective summaries RI.6.2
 - Include **highlights** of a text
 - Do not include writer's opinion.
- That authors develop central idea through particular details. RI.6.2
- The parts and organization of an informational text RI.6.2
 - Text features (Titles, captions, headings, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
 - Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Various writing formats W.6.10
 - Paragraphs
 - Essays
 - Reports
 - Opinions
 - Reflective narrative
 - Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences W.6.10
- Tone W.6.10
- Sentence patterns L.6.1
 - S-AV
 - S-AV-DO
 - S-AV-IO-DO
 - S-LV-PN
 - S-LV-PA
- Sentence types L.6.1
 - Simple
 - Compound
 - Complex
 - Compound-complex
 - Fragments and run-ons (for correction)
- Independent and dependent clauses L.6.1
- Prepositional phrases L.6.1
- Coordinating conjunctions (for, and, or, but, so, yet--nor will be taught at a later time) L.6.1

- Compare and contrast two texts. RL.6.2
- Cite evidence that supports explicit analysis RI.6.1
- Cite evidence that supports inference RI.6.1
- Evaluate the evidence that most strongly supports analysis of the text RI.6.1
- Define what it means to be objective. RI.6.2
- Write an objective summary using **important** elements from the text. RI.6.2
- Infer the central idea. RI.6.2
- Analyze central idea development using particular details in the text. RI.6.2
- Compare and contrast two texts. RI.6.2
- Identify tasks, purposes, and audience for writing. W.6.10
- Evaluate sources for research purposes W.6.10
- Apply the appropriate organizational structure to writing W.6.10
- Reflect/revise his/her own writing W.6.10
- Form simple sentences L.6.1
- Join independent clauses correctly to form compound sentences, complex sentences, and compound-complex sentences L.6.1
- Recognize and correct fragments and run-ons L.6.1
- Maintain consistent subject-verb agreement L.6.1
- Recognize prepositional phrases in order to determine subject-verb agreement L.6.1
- Use prepositional phrases to add additional information in a sentence L.6.1
- Understand sentence patterns in order to construct various simple, compound, complex, and compound-complex sentences L.6.1
- Correctly use the intended word in a sentence L.6.1
- Choose the correct coordinating conjunction when forming compound sentences. L.6.1
- Choose the correct subordinating conjunction when forming complex sentences. L.6.1
- Use adjectives, adjectival phrases, adverbs, and adverbial phrases in a sentence L.6.1
- Maintain parallel structure in writing L.6.1
- Punctuate compound sentences correctly L.6.2
- Punctuate complex sentences correctly L.6.2
- Punctuate items in a series correctly L.6.2
- Punctuate transitional words and phrases correctly L.6.2

- Subordinating conjunctions L.6.1
- Subject-verb agreement L.6.1
- Frequently confused words (who/whom, led/lead, their/there/they're, effect/affect, your/you're, its/it's, etc.) L.6.1
- Adjectives L.6.1
- Adverbs L.6.1
- Parallel structure L.6.1
- Commas L.6.2
 - Before coordinating conjunction
 - After an introductory subordinate clause
 - Before or after transitional words and phrases
 - To separate items in a series
 - To separate quotes in a sentence
- Capitalization L.6.2
 - Pronoun I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of quote
- Multiple meanings of words and phrases L.6.4
- Various strategies to aid with determining meaning of words and phrases L.6.4

- Punctuate quotes in a sentence correctly L.6.2
- Capitalize the pronoun I L.6.2
- Capitalize the first word in a sentence L.6.2
- Capitalize proper nouns L.6.2
- Capitalize the beginning of a quotation (when appropriate) L.6.2
- Determine meaning of words and phrases using various strategies L.6.4
 - context clues
 - figurative language
 - Greek and Latin roots
 - prefixes and suffixes
 - dictionaries/thesauruses

Additional Arkansas State Standards

- RL.6.3. 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.
- RL.6.4. 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/or tone.
- RL.6.5: 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.
- RL.6.7. 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.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. 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.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. 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.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.5: Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.)
- SL.6.4 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.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.3. Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.
 - a) Vary sentence patterns for meaning, reader/listener interest, and style.*
 - b) Maintain consistency in style and tone.*
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
 - a) Interpret figures of speech (e.g., extended metaphor, personification) in context.
 - b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- L.6.6 Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.