

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE

Reading: Literature	Reading: Informational Text
<p>I can determine what the text says clearly.</p> <p>I can define theme or central idea.</p> <p>I can determine a theme or central idea.</p> <p>I can support the theme or central idea using details from the text.</p> <p>I can write an unbiased summary based on factual information.</p> <p>I can describe how a story's plot/elements unfold within a series of episodes (exposition, rising action, climax, resolution).</p> <p>I can identify the theme of a text.</p> <p>I can identify the setting of a text.</p> <p>I can outline the plot of a text.</p> <p>I can identify the characteristics of different genres (stories, poems, historical novels, and fantasy stories).</p> <p>I can identify the theme in two or more genres (stories, poems, historical novels, and fantasy stories).</p> <p>I can identify the topic in two or more genres (e.g., stories, poems, historical novels, and fantasy stories).</p>	<p>I can determine the central idea of an informational text.</p> <p>I can determine supporting details of an informational text.</p> <p>I can analyze a text to determine how the particular details are used to support the main idea of an informational text.</p> <p>I can write an unbiased summary of an informational text.</p> <p>I can identify key individuals in an informational text.</p> <p>I can identify key events in an informational text.</p> <p>I can identify key ideas in an informational text.</p>

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English Language Arts – First Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Speaking and Listening	Language	Writing
<p>I can engage in collaborative discussions (one-on-one, groups, teacher-led) on grade 6 topics, texts, and issues.</p> <p>I can build on the ideas of others in a discussion.</p> <p>I can set specific goals and deadlines.</p> <p>I can follow rules for group discussions.</p> <p>I can identify components and roles within a group discussion.</p> <p>I can follow rules for a group discussion.</p> <p>I can interpret information presented visually.</p> <p>I can interpret information presented quantitatively.</p> <p>I can interpret information presented orally.</p> <p>I can use appropriate eye contact.</p> <p>I can use appropriate volume.</p> <p>I can use appropriate pronunciation.</p> <p>I can describe the qualities of formal speech.</p> <p>I can describe the qualities of informal speech.</p> <p>I can determine if formal or informal speech is appropriate in the context of a given situation.</p>	<p>I can determine the meaning of a word using context clues.</p> <p>I can determine the meaning of a word using grade appropriate affixes.</p> <p>I can determine the meaning of a word using grade appropriate Greek or Latin roots.</p> <p>I can use different reference materials (both print and digital) to find the pronunciation, part of speech, or meaning of a word.</p> <p>I can make a guess about what a word means and then check my understanding using reference materials.</p>	<p>I can maintain a formal style throughout a piece of writing.</p> <p>I can produce an engaging introduction to a narrative (flashback, dialogue, question, snapshot).</p> <p>I can introduce and develop a narrator and the characters.</p> <p>I can organize a logical plot sequence.</p> <p>I can develop experiences, events, and/or characters using narrative techniques (e.g., dialogue, pacing, and description).</p> <p>I can write using transitions (words, phrases, clauses) to convey sequence from one time setting to another.</p> <p>I can write using appropriate descriptive, relevant, and significant details and sensory language to convey experiences and events.</p> <p>I can produce and publish writing using technology.</p> <p>I can interact and collaborate with others using technology.</p> <p>I can conduct a short research project.</p> <p>I can organize information from several sources to answer a question.</p>

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE

Reading: Literature	Reading: Informational Text
<p>I can distinguish between textual facts and personal opinions.</p> <p>I can define character traits.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the theme of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the setting of a text.</p> <p>I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the plot of a text.</p> <p>I can define compare and contrast.</p> <p>I can determine the similarities between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p>I can determine the differences between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p>I can contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched.</p> <p>I can identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p> <p>I can compare and contrast how two or more stories across genres approach similar themes and topics.</p>	<p>I can define and understand the influence of personal opinion and judgment when reading a text.</p> <p>I can define argument.</p> <p>I can define claim.</p> <p>I can identify the argument in a text.</p> <p>I can trace the main points of an argument or claim.</p> <p>I can evaluate the main points of an argument.</p> <p>I can identify reasons and evidence in a text.</p> <p>I can distinguish between supported and unsupported claims.</p> <p>I can identify the similarities among common events in texts written by different authors (e.g., a memoir written by and a biography on the same person).</p> <p>I can identify the differences among common events in texts written by different authors (e.g., a memoir written by and a biography on the same person).</p>

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English Language Arts – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Speaking and Listening	Language	Writing
<p>I can express ideas clearly using evidence from the topic or text.</p> <p>I can prepare for group discussion by reading and studying the required material.</p> <p>I can explain how information presented visually contributes to a topic, text, or issue under study.</p> <p>I can explain how information presented quantitatively contributes to a topic, text, or issue under study.</p> <p>I can explain how information presented orally contributes to a topic, text, or issue under study.</p> <p>I can find a speaker’s argument.</p> <p>I can define reasons.</p> <p>I can tell the difference between claims that support their argument over claims that do not support their argument.</p> <p>I can distinguish between supported and unsupported claims.</p> <p>I can delineate a speaker’s argument and claims.</p> <p>I can present claims and findings.</p> <p>I can sequence ideas logically.</p>	<p>I can express ideas clearly using evidence from the topic or text.</p> <p>I can prepare for group discussion by reading and studying the required material.</p> <p>I can explain how information presented visually contributes to a topic, text, or issue under study.</p> <p>I can explain how information presented quantitatively contributes to a topic, text, or issue under study.</p> <p>I can explain how information presented orally contributes to a topic, text, or issue under study.</p> <p>I can find a speaker’s argument.</p> <p>I can define reasons.</p> <p>I can tell the difference between claims that support their argument over claims that do not support their argument.</p> <p>I can distinguish between supported and unsupported claims.</p> <p>I can delineate a speaker’s argument and claims.</p>	<p>I can introduce a claim clearly.</p> <p>I can organize evidence.</p> <p>I can identify credible sources to support a claim.</p> <p>I can organize reasons and evidence to support an argument.</p> <p>I can write clear statements in support of an argument or claim.</p> <p>I can clarify relationships among claims using transitions (words, phrases, and clauses).</p> <p>I can write a concluding section that follows the argument presented.</p> <p>I can conduct a short research project.</p> <p>I can organize information from several sources to answer a question.</p> <p>I can compare and contrast themes and topics in texts of various genres such as stories, poems, historical novels, and fantasy stories.</p> <p>I can state evidence from literary nonfiction to support analysis, reflection, and research.</p> <p>I can identify claims that are supported by evidence from claims that are not.</p>

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Reading: Literature	Reading: Informational Text
<p>I can cite from a text to support analysis.</p> <p>I can explain how a character responds and changes over the course of a story.</p> <p>I can analyze the impact of specific word choice on meaning and tone.</p> <p>I can define point of view.</p> <p>I can determine the point of view of the narrator of a text.</p> <p>I can explain how the author uses the narrator to develop the point of view of a text.</p> <p>I can recognize specific strategies the author uses to develop point of view (e.g., character actions and thoughts, dialogue, reactions and thoughts of other characters).</p> <p>I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker.</p> <p>I can analyze how the author develops the point of view of a text.</p> <p>I can identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p>	<p>I can define cite.</p> <p>I can locate and cite textual evidence that supports the explicit analysis of informational text.</p> <p>I can define anecdote.</p> <p>I can analyze, through examples and/or anecdotes, how key individuals are introduced/illustrated, and elaborated in an informational text.</p> <p>I can determine the author’s point of view in informational text.</p> <p>I can articulate the author’s purpose in informational text.</p> <p>I can explain how the author’s point of view in a text is conveyed in an informational text.</p>

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English Language Arts – Third Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Speaking and Listening	Language	Writing
<p>I can respond to questions posed by group members with details using evidence from the topic or text.</p> <p>I can respond to multiple perspectives through reflection and paraphrasing.</p>	<p>I can maintain a consistent style and tone when writing.</p> <p>I can maintain a consistent style and tone when speaking.</p> <p>I can use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole).</p> <p>I can understand the slight differences between words with very similar definitions.</p>	<p>I can conduct a short research project.</p> <p>I can organize information from several sources to answer a question.</p> <p>I can gather information from multiple print and digital sources.</p> <p>I can define credible.</p> <p>I can determine the credibility of a source.</p> <p>I can paraphrase the data and conclusions of others.</p> <p>I can define plagiarism.</p> <p>I can avoid plagiarism.</p> <p>I can define bibliography.</p> <p>I can provide basic bibliographic information for sources.</p>

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Reading: Literature	Reading: Informational Text
<p>I can make an inference.</p> <p>I can analyze the impact of a specific word choice meaning.</p> <p>I can distinguish between figurative and connotative meaning.</p> <p>I can identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p> <p>I can read literature, including stories, dramas, and poetry in the grade 6-8 text complexity.</p> <p>I can comprehend literature, including stories, dramas, and poetry in the grade 6-8 text complexity.</p>	<p>I can define inference.</p> <p>I can make inferences from informational text.</p> <p>I can locate and cite textual evidence to support inferences drawn from an informational text.</p> <p>I can identify examples of figurative language within an informational text.</p> <p>I can determine the figurative meaning of words and phrases in an informational text.</p> <p>I can determine the connotative meaning of words and phrases in an informational text.</p> <p>I can define technical writing (concise, objective writing about a specific topic).</p> <p>I can determine the technical meaning of words and phrases in an informational text.</p> <p>I can determine text structure of an informational text.</p> <p>I can analyze how a particular sentence, paragraph, chapter, or section of a text fits into the overall structure of an informational text.</p> <p>I can analyze how a particular sentence, paragraph, chapter, or section of a text contributes to the overall development of the ideas within an informational text.</p> <p>I can define integrate.</p> <p>I can explain a topic or issue using pictures, charts, graphs, etc.</p> <p>I can integrate information taken from various media, formats, or texts.</p> <p>I can demonstrate coherent understanding of the topic or issue using information from various media/formats</p> <p>I can comprehend literary nonfiction within the 6-8 grade text complexity bands.</p>

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English Language Arts – Fourth Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 6TH GRADE



Speaking and Listening	Writing
<p>I can provide necessary descriptions, details and facts to highlight main ideas or themes within a presentation.</p> <p>I can use multimedia components in presentations to clarify information.</p> <p>I can determine what visual displays will best clarify information in presentations.</p> <p>I can use visual displays in a presentation to clarify information.</p> <p>I can use standard English grammar when speaking.</p>	<p>I can write an effective introduction to an informational/ explanatory topic.</p> <p>I can organize ideas, concepts, and information to prepare for writing an informational/ explanatory text.</p> <p>I can organize information using multiple strategies (e.g., definition, classification, compare/contrast, cause and effect).</p> <p>I can write using formatting, graphics, and multimedia to support the topic.</p> <p>I can support the topic with relevant facts, details, quotes, and examples.</p> <p>I can select and use various transitions that clarify the relationships among ideas and concepts.</p>
Language	<p>I can explain a topic using descriptive details and adequate elaboration.</p> <p>I can write in a formal style.</p> <p>I can provide a concluding statement based on information/ explanation presented.</p> <p>I can analyze the reason for writing a piece to decide on task, purpose, and audience.</p> <p>I can determine appropriate organizational strategies for a specific type of writing.</p> <p>I can produce writing that is clear a coherent with idea, development, organization, and style.</p> <p>I can develop and strengthen my writing by: planning, revising, editing, rewriting, trying a new approach with guidance and support from peers and adults.</p> <p>I can type a minimum of three pages in a single setting.</p> <p>I can conduct a short research project.</p> <p>I can organize information from several sources to answer a question.</p> <p>I can write for a range of discipline-specific tasks, purposes, and audiences in both extended and shorter time frames.</p>