

<p style="text-align: center;"><b><u>Jones County School District Pacing Guide</u></b>  <b><u>Sixth Grade English English Language Arts ELA</u></b>  <b><u>First Nine Weeks</u></b></p> <p><b>(I):</b> Introduced  <b>(A):</b> Assessed (Formative and/or Summative) (Assessed statements are in bold.)</p>	Date Introduced	Date Assessed
<p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.1.1 Identify and describe story elements, including conflict and resolution. (I, A)</b></li> <li>• RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. (I)</li> <li>• RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. (I)</li> <li>• RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding. (I)</li> </ul>		
<p><b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.2.1 Recognize the theme or central idea of a text. (I, A)</b></li> <li>• <b>RL.6.2.2 Locate details from the text that support the theme or central idea of the text. (I, A)</b></li> <li>• RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text. (I)</li> </ul>		
<p><b>RL.6.3.</b> Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.3.1 Identify story elements/plot within a variety of texts. (I, A)</b></li> <li>• RL.6.3.2 Describe development of the plot through a series of episodes. (I)</li> <li>• RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved. (I).</li> </ul>		
<p><b>RL.6.4.</b> 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. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.4.1 Use context clues to determine the meaning of words and phrases. (I, A)</b></li> <li>• <b>RL.6.4.2 Identify figurative language. (I, A)</b></li> <li>• RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. (I)</li> </ul>		

<ul style="list-style-type: none"> <li>• RL.6.4.4 Examine and explain the author’s choice of specific words and the impact on the tone of the text. (I)</li> <li>• <b>RL.6.4.5 Identify words with different connotative meanings. (I, A)</b></li> <li>• RL.6.4.6 Explain how the connotations impact the meaning of the text. (I)</li> <li>•</li> </ul>		
<p><b>RL.6.5.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) (I, A)</b></li> <li>• RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. (I)</li> <li>• RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. (I)</li> <li>• RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. (I)</li> <li>• RL.6.5.5 Analyze how an important scene within a text changes the plot. (I)</li> </ul>		
<p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.6.1 Identify the points-of-view from the text. (I, A)</b></li> <li>• <b>RL.6.6.2 Infer the author’s purpose in the text. (I, A)</b></li> <li>• RL.6.6.3 Give specific details from the text that trace the development of the narrator’s or speaker’s point-of-view. (I)</li> <li>• <b>RL.6.6.4 Support the author’s purpose with specific details. (I, A)</b></li> <li>•</li> </ul>		
<p><b>RL.6.9.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.9.1 Identify different types of genres. (I, A)</b></li> <li>• <b>RL.6.9.2 Compare and contrast texts with similar themes in different genres. (I, A)</b></li> </ul>		
<p><b>RL.6.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (I, A)</b></li> <li>• <b>RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. (I, A)</b></li> <li>• <b>RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (I, A)</b></li> </ul>		
<p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		

<p>I Can:</p> <ul style="list-style-type: none"> <li>• RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. (I)</li> <li>• RI.6.1.2 Interpret varied meanings of a selected text. (I)</li> <li>• RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding. (I)</li> </ul>		
<p><b>RI.6.2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.6.2.1 Recognize the theme or central idea of a text. (I, A)</b></li> <li>• <b>RI.6.2.2 Locate details from the text that support the theme or central idea of the text. (I, A)</b></li> <li>• RI.6.2.3 Summarize the text objectively by combining the theme/central idea and details located in the text. (I)</li> </ul>		
<p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.6.3.1 Identify a key individual, an event, or an idea in a text. (I, A)</b></li> <li>• RI.6.3.2 Select specific examples or anecdotes on how the key individual, event, or idea is introduced. (I)</li> <li>• RI.6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. (I)</li> <li>• RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. (I)</li> <li>• RI.6.3.5 Determine the supporting details from the non-supporting details. (I)</li> </ul>		
<p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.6.4.1 Use context clues to determine the meaning of words and phrases. (I, A)</b></li> <li>• <b>RI.6.4.2 Identify figurative language. (I, A)</b></li> <li>• <b>RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. (I, A)</b></li> <li>• RI.6.4.4 Identify words with different connotative meanings. (I)</li> <li>• RI.6.4.5 Explain how the connotations impact the meaning of the text. (I)</li> </ul>		
<p><b>RI.6.5.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. (I)</li> <li>• RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text. (I)</li> </ul>		
<p><b>RI.6.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>I Can:</p>		

<ul style="list-style-type: none"> <li>• <b>RI.6.6.1 Identify the author’s purpose in a text. (I, A)</b></li> <li>• <b>RI.6.6.2 Give specific details from the text that explain how the author’s purpose is shown throughout the text. (I, A)</b></li> <li>• <b>RI.6.6.3 Identify the points-of-view from the text. (I, A)</b></li> <li>• RI.6.6.4 Give specific details from the text that trace the development of the narrator’s or speaker’s point-of-view. (I)</li> </ul>		
<p><b>RI.6.7.</b> 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. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.6.7.1 Identify a topic or issue within a text. (I, A)</b></li> <li>• RI.6.7.2 Use different media or formats as well as texts to combine information to better understand a topic or an issue. (I)</li> </ul>		
<p><b>RI.6.9.</b> 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). I Can:</p> <ul style="list-style-type: none"> <li>• RI.6.9.1 Identify key events in two different texts by the same author. (I)</li> <li>• RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors’ perspectives. (I)</li> </ul>		
<p><b>RI.6.10.</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (I, A)</b></li> <li>• <b>RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. (I, A)</b></li> <li>• <b>RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (I, A)</b></li> </ul>		
<p><b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information o explanation presented.</li> </ol> <p>I Can:</p>		

<ul style="list-style-type: none"> <li>• <b>W.6.2.a.1 Identify text structures and text features within a text as models for my writing. (I, A)</b></li> <li>• <b>W.6.2.a.2 Introduce a topic that informs or explains. (I, A)</b></li> <li>• <b>W.6.2.a.3 Use strategies such as text structures, text features, or multimedia to help an audience understand the writing. (I, A)</b></li> <li>• <b>W.6.2.b.1 Show support of topic with facts, concrete details, definitions, quotations, or other examples in writing. (I, A)</b></li> <li>• <b>W.6.2.c.1 Use transitional words to link writing and to show relationships among ideas and concepts. (I, A)</b></li> <li>• <b>W.6.2.d.1 Use exact vocabulary and domain specific terms to inform or to explain topic. (I, A)</b></li> <li>• <b>W.6.2.e.1 Establish and maintain a formal (authoritative) style. (I, A)</b></li> <li>• <b>W.6.2.f.1 Provide a concluding statement that supports the information presented. (I, A)</b></li> </ul>		
<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. I Can:</p> <ul style="list-style-type: none"> <li>• W.6.3.a.1 Review effective narrative writing. (I)</li> </ul>		
<p><b>W.6.4</b> 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.)</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.6.4.1 Decide on a purpose and determine an audience. (I, A)</b></li> <li>• <b>W.6.4.2 Organize writing in a clear and coherent way for the specific task. (I, A)</b></li> <li>• <b>W.6.4.3 Produce a writing that is easy to follow and understand. (I, A)</b></li> </ul>		
<p><b>W.6.5.</b> 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 on page 52.)</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing</b></li> </ul>		

<p><b>process. (I, A)</b></p> <ul style="list-style-type: none"> <li>• <b>W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. (I, A)</b></li> <li>• <b>W.6.5.3 Utilize a checklist to develop and strengthen my writing. (I, A)</b></li> </ul>		
<p><b>W.6.6.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.6.6.1 Utilize a checklist to review peer’s papers. (I, A)</b></li> <li>• W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. (I)</li> <li>• W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. (I)</li> <li>• W.6.6.4 Utilize technology to type three pages in a single sitting. (I)</li> </ul>		
<p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literary text (e.g., “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”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction and/or informational texts (e.g., “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”).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.6.9.a.1 Identify differences between literary and informational texts. (I, A)</b></li> <li>• <b>W.6.9.a.2 Use literature text to cite text evidence. (I, A)</b></li> <li>• W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) (I)</li> <li>• <b>W.6.9.b.1 Use informational text to cite text evidence. (I, A)</b></li> <li>• W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) (I)</li> </ul>		
<p><b>W.6.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.6.10.1 Routinely write for a specific reason and audience. (I, A)</b></li> <li>• <b>W.6.10.2 Produce writing over both extended and short time frames. (I, A)</b></li> </ul>		
<p><b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>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</p>		

<p>discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. (I)</li> <li>• SL.6.1.a.2 Participate in teacher-led and partner discussions. (I)</li> <li>• SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas discussed. (I)</li> <li>• SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. (I)</li> <li>• SL.6.1.b.2 Organize individual goals and deadlines. (I)</li> <li>• SL.6.1.b.3 Define my individual role in a collaborative group. (I)</li> <li>• SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. (I)</li> <li>• SL.6.1.c.1 Defend and support comments on an issue presented. (I)</li> <li>• SL.6.1.d.1 Relate ideas by writing reflections and summaries. (I)</li> <li>•</li> </ul>		
<p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• SL.6.2.1 Explain information presented in different forms of media and formats. (I)</li> <li>• SL.6.2.2 Translate how the information contributes to a topic, text, or issue. (I)</li> </ul>		
<p><b>SL.6.4.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• SL.6.4.1 Speak distinctly using appropriate voice level and eye contact during an oral presentation. (I)</li> <li>• SL.6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. (I)</li> <li>• SL.6.4.3 Present claims and findings in a logical order. (I)</li> </ul>		
<p><b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• SL.6.5.1 Decide on effective graphics, images, music, and sound to include in a presentation to make my information clearer. (I)</li> </ul>		

<ul style="list-style-type: none"> <li>• SL.6.5.2 Use visual displays and multimedia to reinforce the main idea and themes of the oral presentation. (I)</li> </ul>		
<p><b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) I Can:</p> <p><b>SL.6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate. (I, A)</b></p>		
<p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ol> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.6.1.a.1 Identify subjective, objective, and possessive pronouns. (I, A)</b></li> <li>• <b>L.6.1.a.2 Write to show proper case of pronouns. (I, A)</b></li> <li>• <b>L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. (I, A)</b></li> <li>• <b>L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. (I, A)</b></li> <li>• <b>L.6.1.c.2 Identify inappropriate shifts in pronoun number and person. (I, A)</b></li> <li>• <b>L.6.1.d.1 Review antecedents. (I, A)</b></li> <li>• <b>L.6.1.d.2 Modify vague pronouns used in speaking or writing. (I, A)</b></li> <li>• <b>L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language. (I, A)</b></li> </ul>		
<p><b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>Spell correctly.</li> </ol> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.6.2.a.1 Review correct usage of commas. (I, A)</b></li> <li>• <b>L.6.2.a.2 Review correct usage of parentheses and dashes. (I)</b></li> <li>• <b>L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. (I)</b></li> <li>• <b>L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements. (I)</b></li> <li>• <b>L.6.2.b.1 Spell correctly. (I, A)</b></li> </ul>		
<p><b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		

<p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. (I)</li> <li>• L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. (I)</li> <li>• L.6.3.b.1 Utilize precise wording to maintain consistency in tone. (I)</li> </ul>		
<p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. (I, A)</b></li> <li>• <b>L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. (I, A)</b></li> <li>• <b>L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. (I, A)</b></li> <li>• <b>L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context. (I, A)</b></li> </ul>		
<p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.6.5.a.1 Analyze context to determine meaning of figurative language. (I, A)</b></li> <li>• L.6.5.b.1 Identify relationships between two words. (I)</li> <li>• L.6.5.b.2 Use that relationship to define the words. (I)</li> <li>• L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar</li> </ul>		

meanings. (I)		
<p><b>L.6.6.</b> Acquire and use accurately grade appropriate general academic and domain specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. (I, A)</li> <li>• L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression. (I, A)</li> </ul>		

Assessed:

- RL.6.1.1 Identify and describe story elements, including conflict and resolution. (I, A)
  - RL.6.2.1 Recognize the theme or central idea of a text. (I, A)
  - RL.6.2.2 Locate details from the text that support the theme or central idea of the text. (I, A)
  - RL.6.3.1 Identify story elements/plot within a variety of texts. (I, A)
  - RL.6.4.1 Use context clues to determine the meaning of words and phrases. (I, A)
  - RL.6.4.2 Identify figurative language. (I, A)
  - RL.6.4.5 Identify words with different connotative meanings. (I, A)
  - RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) (I, A)
  - RL.6.6.1 Identify the points-of-view from the text. (I, A)
  - RL.6.6.2 Infer the author's purpose in the text. (I, A)
  - RL.6.6.4 Support the author's purpose with specific details. (I, A)
  - RL.6.9.1 Identify different types of genres. (I, A)
  - RL.6.9.2 Compare and contrast texts with similar themes in different genres. (I, A)
  - RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (I, A)
  - RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. (I, A)
  - RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (I, A)
- 
- RI.6.2.1 Recognize the theme or central idea of a text. (I, A)
  - RI.6.2.2 Locate details from the text that support the theme or central idea of the text. (I, A)
  - RI.6.3.1 Identify a key individual, an event, or an idea in a text. (I, A)
  - RI.6.4.1 Use context clues to determine the meaning of words and phrases. (I, A)
  - RI.6.4.2 Identify figurative language. (I, A)

- RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. (I, A)
- RI.6.6.1 Identify the author's purpose in a text. (I, A)
- RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. (I, A)
- RI.6.6.3 Identify the points-of-view from the text. (I, A)
- RI.6.7.1 Identify a topic or issue within a text. (I, A)
- RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. (I, A)
- RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. (I, A)
- RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range. (I, A)

- W.6.2.a.1 Identify text structures and text features within a text as models for my writing. (I, A)
- W.6.2.a.2 Introduce a topic that informs or explains. (I, A)
- W.6.2.a.3 Use strategies such as text structures, text features, or multimedia to help an audience understand the writing. (I, A)
- W.6.2.b.1 Show support of topic with facts, concrete details, definitions, quotations, or other examples in writing. (I, A)
- W.6.2.c.1 Use transitional words to link writing and to show relationships among ideas and concepts. (I, A)
- W.6.2.d.1 Use exact vocabulary and domain specific terms to inform or to explain topic. (I, A)
- W.6.2.e.1 Establish and maintain a formal (authoritative) style. (I, A)
- W.6.2.f.1 Provide a concluding statement that supports the information presented. (I, A)
- W.6.4.1 Decide on purpose and determine an audience. (I, A)
- W.6.4.2 Organize writing in a clear and coherent way for the specific task. (I, A)
- W.6.4.3 Produce a writing that is easy to follow and understand. (I, A)
- W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. (I, A)
- W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. (I, A)
- W.6.5.3 Utilize a checklist to develop and strengthen my writing. (I, A)
- W.6.6.1 Utilize a checklist to review peer's papers. (I, A)
- W.6.9.a.1 Identify differences between literary and informational texts. (I, A)
- W.6.9.a.2 Use literature text to cite text evidence. (I, A)
- W.6.9.b.1 Use informational text to cite text evidence. (I, A)
- W.6.10.1 Routinely write for a specific reason and audience. (I, A)
- W.6.10.2 Produce writing over both extended and short time frames. (I, A)

- SL.6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate. (I, A)

- L.6.1.a.1 Identify subjective, objective, and possessive pronouns. (I, A)
- L.6.1.a.2 Write to show proper case of pronouns. (I, A)
- L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. (I, A)

- L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. (I, A)
- L.6.1.c.2 Identify inappropriate shifts in pronoun number and person. (I, A)
- L.6.1.d.1 Review antecedents. (I, A)
- L.6.1.d.2 Modify vague pronouns used in speaking or writing. (I, A)
- L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language. (I, A)
- L.6.2.a.1 Review correct usage of commas. (I, A)
- L.6.2.b.1 Spell correctly. (I, A)
- L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. (I, A)
- L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. (I, A)
- L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. (I, A)
- L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context. (I, A)
- L.6.5.a.1 Analyze context to determine meaning of figurative language. (I, A)
- L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. (I, A)
- L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression. (I, A)