Unit: Nouns Unit

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall **Writing and Grammar** Copper Level	6.W.2.1 Students can edit text for subject–verb agreement. (Application)	I can identify the subject of the sentence. 6.W.2.1	Silver Burdett WS 17, 17A,20,23,18,18A	**X**			
Silver Burdett English, Grade 6, Unit 2		I can identify whether the subject is singular or plural. 6.W.2.1	Ginn WS 78, 79	**X**			
Ginn English Program Grade 6		I can identify, find and use nouns. (other)	Newspaper activity	**X**			
			Quizzes: singular/plural, common/proper	**X**			
			Nouns Unit test	**X**			
			Grammar Exercise Workbook pgs. 1-6	**X**			

| Unit: Descriptive Essay | | | | | | | | |

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall **<u>Writing and Grammar</u> Copper Level** **6+1 Writing Traits**	6.W.1.1 Students can compose <u>narrative and descriptive text of three paragraphs.</u> (Synthesis)	• I can write to compare. 6.W.1.1 • I can write to contrast. 6.W.1.1 • I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can narrow my topic. 6.W.1.1 • I can write a topic sentence. 6.W.1.1 • I can write using specific details (ideas). 6.W.1.1 • I can write using specific word choice. 6.W.1.1 • I can write an introduction (organization). 6.W.1.1 • I can use transition words to organize my writing (organization). 6.W.1.1 • I can sequence my writing (organization). 6.W.1.1 • I can write a conclusion(organization).. 6.W.1.1 • I can vary my sentence length (sentence fluency). 6.W.1.1 • I can vary my sentence beginnings (sentence fluency). 6.W.1.1 • I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 o I can write with voice. 6.W.1.1	Review example essays from 6+1 Traits Sensory activity 3 paragraph essays				

	6.W.1.2 Students can revise the <u>organization</u> in narrative and descriptive <u>writing</u>. (Evaluation)	- I can organize my writing into paragraphs. 6.W.1.2 - I can revise writing. 6.W.1.2 - I can edit writing. 6.W.1.2 - I can evaluate the writing of my peers. 6.W.1.2 - I can use a rubric to self–evaluate. 6.W.1.2 - I can publish my writing. 6.W.1.2			
	6.W.1.3 Students can identify <u>purpose</u> and <u>audience</u> in writing. (Application)	- I can identify the audience for my writing. 6.W.1.3 - I can write to meet my audience's needs. 6.W.1.3			

Unit: Sentence Unit								
Resources:	**Standard(s):**	**Learning Targets**	**Assessment:**	**Q1**	**Q2**	**Q3**	**Q4**	
Prentice Hall Writing and Grammar Copper Level	6.W.2.1 Students can edit text for subject–verb agreement. (Application)	• I can identify the subject of the sentence. 6.W.2.1 • I can identify whether the subject is singular or plural. 6.W.2.1 • I can identify the verb of the sentence. 6.W.2.1 • I can identify whether the subject and the verb agree. 6.W.2.1 • I can identify, use and punctuate the four sentence types. (other)	Grammar Exercise Workbook pgs. 69-84 Worksheets: 614, 644, 646, 670 Quizzes: Subject/verb, sentence/fragment, Sentence unit test					

Unit: Pronoun Unit								

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall <u>**Writing and**</u> <u>**Grammar**</u> **Copper Level**	6.W.2.2 Students can identify and incorporate pronouns in the writing process. (Application)	- I can define, find, and use personal pronouns. 6.W.2.2 - I can identify the type of personal pronoun (subject, object, possessive). 6.W.2.2 - I can identify person (first, second, third). 6.W.2.2 - I can define, find, and use relative pronouns. 6.W.2.2 - I can define, find, and use demonstrative pronouns. 6.W.2.2 - I can define, find, and use reflexive pronouns. 6.W.2.2 - I can define, find, and use indefinite pronouns. 6.W.2.2 - I can identify an antecedent. 6.W.2.2 - I can use correct pronoun antecedent agreement. 6.W.2.2	Grammar Exercise Workbook pgs. 7-12, 107-114 Silver Burdett WS 45, 46 Worksheets: 111, 117,144,155, 171 Pronoun Bingo Quizzes: personal, relative/reflexive, indefinite Pronoun unit test				
Silver Burdett English, Grade 6	6.W.2.1 Students can edit text for <u>subject–verb</u> <u>agreement.</u> (Application)	- I can choose the correct verb when the subject is an indefinite pronoun. 6.W.2.1 - I can identify the subject of the sentence. 6.W.2.1 - I can identify whether the subject is singular or plural. 6.W.2.1					

Unit: Verbs Unit								

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall Writing and Grammar Copper Level **Houghton Mifflin English 6**	6.W.2.1 Students can edit text for subject–verb agreement. (Application)	• I can identify the verb of the sentence. 6.W.2.1 • I can identify whether the subject and the verb agree. 6.W.2.1 • I can identify, find and use verbs (action / linking / helping). (other)	Grammar Exercise Workbook pgs. 13-20, Worksheets: 231, 204, 213 Houghton Mifflin WS 39,40 Quizzes: Action/Direct object, linking verbs, helping verbs, verb tense Verbs unit test				

| Unit: Thanksgiving Thoughts Writing Unit | | | | | | | | |

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
	6.W.1.1 Students can compose narrative and descriptive text of three paragraphs. (Synthesis)	• I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can narrow my topic. 6.W.1.1 • I can write a topic sentence. 6.W.1.1 • I can write using specific details (ideas). 6.W.1.1 • I can write using specific word choice. 6.W.1.1 • I can sequence my writing (organization). 6.W.1.1 • I can vary my sentence length (sentence fluency). 6.W.1.1 • I can vary my sentence beginnings (sentence fluency). 6.W.1.1 • I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 o I can write with voice. 6.W.1.1 •	Thanksgiving Thoughts essay				

| Unit: Subject / Verb Agreement Unit | | | | | | | |

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall Writing and Grammar Copper Level	6.W.2.1 Students can edit text for subject–verb agreement. (Application)	• I can identify the subject of the sentence. 6.W.2.1 • I can identify whether the subject is singular or plural. 6.W.2.1 • I can identify the verb of the sentence. 6.W.2.1 • I can identify whether the subject and the verb agree. 6.W.2.1 • I can choose the correct verb when the subject is an indefinite pronoun. 6.W.2.1	Grammar Exercise Workbook pgs. 115-122 Worksheets: 70, 73, 119 Quizzes: prepositions, linking verb quiz, subject/verb, hard to find subjects Subject/Verb Agreement Unit test				
	6.W.2.2 Students can identify and incorporate pronouns in the writing process. (Application)	• I can use correct pronoun antecedent agreement. 6.W.2.2					

Unit: 6 + 1 Writing Traits and Writing Process Unit							

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
6+1 Writing Traits **Prentice Hall** <u>**Writing and Grammar**</u> **Copper Level**	6.W.1.1 Students can compose <u>narrative</u> and <u>descriptive text</u> of three paragraphs. (Synthesis)	• I can write using specific details (ideas). 6.W.1.1 • I can write using specific word choice. 6.W.1.1 • I can use transition words to organize my writing (organization). 6.W.1.1 • I can sequence my writing (organization). 6.W.1.1 • I can vary my sentence length (sentence fluency). 6.W.1.1 • I can vary my sentence beginnings (sentence fluency). 6.W.1.1 • I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 ○ I can write with voice. 6.W.1.1	Quizzes: 6+1 Traits, Process, Review student essays from 6+1 Traits Process & Traits activity Unit test Word Snapshot				
	6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker's <u>verbal</u> and <u>nonverbal</u> cues.	• I can explain the speaker's purpose (persuade / inform / entertain). 6.LVS.1.1 • I can explain the speaker's message. 6.LVS.1.1 • I can identify the speaker's tone. 6.LVS.1.1 • I can explain the speaker's nonverbal gestures. 6.LVS.1.1	Classmate introductions				

	(Comprehension)						
	6.W.1.2 Students can revise the <u>organization</u> in narrative and descriptive writing. (Evaluation)	• I can revise writing. 6.W.1.2 • I can edit writing. 6.W.1.2 • I can evaluate the writing of my peers. 6.W.1.2 • I can use a rubric to self-evaluate. 6.W.1.2 • I can publish my writing. 6.W.1.2						
	6.W.1.3 Students can identify <u>purpose</u> and <u>audience</u> in writing. (Application)	• I can identify the audience for my writing. 6.W.1.3 • I can write to meet my audience's needs. 6.W.1.3						

Unit: Iditarod Research Writing Unit								

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Browers, Don. "Learn about the Iditarod." 3 March, 2009. URL <http://www.iditarod.com>. Thea Holten style of research	6.W.1.1 Students can compose narrative and descriptive text of three paragraphs. (Synthesis)	• I can write to compare. 6.W.1.1 • I can write to contrast. 6.W.1.1 • I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can narrow my topic. 6.W.1.1 • I can write a topic sentence. 6.W.1.1 • I can write using specific details (ideas). 6.W.1.1 • I can write using specific word choice. 6.W.1.1 • I can write an introduction (organization). 6.W.1.1 • I can use transition words to organize my writing (organization). 6.W.1.1 • I can sequence my writing (organization). 6.W.1.1 • I can write a conclusion(organization).. 6.W.1.1 • I can vary my sentence length (sentence fluency). 6.W.1.1 • I can vary my sentence beginnings (sentence fluency). 6.W.1.1 • I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 o I can write with voice. 6.W.1.1	5 paragraph research paper – final copy Notecards Bibliography Student rough drafts				

	6.W.1.2 Students can revise the organization in narrative and descriptive writing. (Evaluation)	- I can organize my writing into paragraphs. 6.W.1.2 - I can revise writing. 6.W.1.2 - I can edit writing. 6.W.1.2 - I can evaluate the writing of my peers. 6.W.1.2 - I can use a rubric to self-evaluate. 6.W.1.2 - I can publish my writing. 6.W.1.2				
	6.W.1.3 Students can identify purpose and audience in writing. (Application)	- I can identify the audience for my writing. 6.W.1.3 - I can write to meet my audience's needs. 6.W.1.3				
	6.W.1.4 Students can summarize information from references to compose text. (Application)	- I can gather information from a variety of sources. 6.W.1.4 - I can paraphrase the information I find in a source. 6.W.1.4 - I can determine the relevancy of the information gathered. 6.W.1.4 - I can summarize information I gather from a variety of sources. 6.W.1.4 - I can cite my sources of information in a bibliography form. 6.W.1.4				
	6.W.2.1 Students can edit text for subject–verb agreement. (Application)	- I can identify whether the subject and the verb agree. 6.W.2.1 - I can choose the correct verb when the subject is an indefinite pronoun. 6.W.2.1				
	6.R.1.2 Students can utilize context to comprehend words with	- I can explain the literal and figurative meanings of the word. 6.R.1.2 - I can apply the correct dictionary definition to				

	multiple meanings. (Application)	context. 6.R.1.2				
	6.R.2.1 Students can utilize <u>direct and implied meaning</u> to comprehend text. (Analysis)	- I can use what I already know to understand the text. 6.R.2.1 - I can form mental images during reading. 6.R.2.1 - I can distinguish between the connotation and denotation of a word to understand the text. 6.R.2.1. - I can make inferences about the meaning of the text. 6.R.2.1				
	6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)	- I can adjust my reading speed for different types/genres of text. 6.R.2.2 - I can skim/scan for meaning of a text. 6.R.2.2 - I can self-monitor my reading to make sure I'm understanding. 6.R.2.2				
	6.R.5.1 Students can compare and contrast information on one topic from multiple <u>informational texts.</u> (Synthesis)	- I can locate, gather, and organize important facts in informational texts. 6.R.5.1 - I can compare and contrast information from two or more informational texts to determine relevance. 6.R.5.1				
	6.R.5.2 Students can evaluate the <u>credibility</u> of <u>informational texts.</u> (Evaluation)	- I can decide what is important as I read. 6.R.5.2 - I can distinguish fact from opinion. 6.R.5.2 - I can determine author's purpose. 6.R.5.2 - I can determine the credibility of various sources. 6.R.5.2				
	6.R.5.3 Students can utilize sources to locate	I can find information in a non-fiction text. 6.R.5.3				

	information. (Application)					
	6.CT.2.1 Students will demonstrate ways to present and publish information using a variety of common applications.	• I can use the computer to publish my research paper, using spell check, margins, etc. to give it a finished look.				

| Unit: Narrative Writing Unit | | | | | | | | |

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall <u>Writing and Grammar</u> Copper Level	6.W.1.1 Students can compose <u>narrative and descriptive text</u> of three paragraphs. (Synthesis)	- I can write to compare. 6.W.1.1 - I can write to contrast. 6.W.1.1 - I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 - I can narrow my topic. 6.W.1.1 - I can write a topic sentence. 6.W.1.1 - I can write using specific details (ideas). 6.W.1.1 - I can write using specific word choice. 6.W.1.1 - I can write an introduction (organization). 6.W.1.1 - I can use transition words to organize my writing (organization). 6.W.1.1 - I can sequence my writing (organization). 6.W.1.1 - I can write a conclusion(organization).. 6.W.1.1 - I can vary my sentence length (sentence fluency). 6.W.1.1 - I can vary my sentence beginnings (sentence fluency). 6.W.1.1 - I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 - I can write with voice. 6.W.1.1	3 paragraph narrative essay				

	6.W.1.2 Students can revise the <u>organization</u> in narrative and descriptive <u>writing</u>. (Evaluation)	• I can organize my writing into paragraphs. 6.W.1.2 • I can revise writing. 6.W.1.2 • I can edit writing. 6.W.1.2 • I can evaluate the writing of my peers. 6.W.1.2 • I can use a rubric to self-evaluate. 6.W.1.2 • I can publish my writing. 6.W.1.2					
	6.W.1.3 Students can identify <u>purpose</u> and <u>audience</u> in writing. (Application)	• I can identify the audience for my writing. 6.W.1.3 • I can write to meet my audience's needs. 6.W.1.3					

Unit: <u>Love That Dog</u> Novel Unit							

Resources:	**Standard(s):**	**Learning Targets**	**Assessment:**	**Q1**	**Q2**	**Q3**	**Q4**
<u>Love That Dog</u> by Sharon Creech	6.R.1.1 Students can expand word meanings using word categories and word parts. (Analysis)	• I can identify a base word and explain what the word means. 6.R.1.1	Vocabulary quizzes				
"Stopping by a Woods on a Snowy Evening" by Robert Frost	6.R.1.2 Students can utilize <u>context</u> to comprehend words with multiple meanings. (Application)	• I can explain the literal and figurative meanings of the word. 6.R.1.2 • I can apply the correct dictionary definition to context. 6.R.1.2	Novel unit test				
"The Red Wheelbarrow" by Williams Carlos Williams	6.R.2.1 Students can utilize <u>direct and implied meaning</u> to comprehend text. (Analysis)	• I can use what I already know to understand the text. 6.R.2.1 • I can form mental images during reading. 6.R.2.1 • I can distinguish between the connotation and denotation of a word to understand the text. 6.R.2.1. • I can make inferences about the meaning of the text. 6.R.2.1 • I can form questions about the text to help me understand. 6.R.2.1					
"The Apple" by S.C.	6.R.2.2 Students can	• I can determine purpose for reading (enjoyment or					

Rigg	demonstrate the elements of fluency to comprehend text. (Application)	information). 6.R.2.2 • I can adjust my reading speed for different types/genres of text. 6.R.2.2 • I can self-monitor my reading to make sure I'm understanding. 6.R.2.2 • I can read with appropriate expression. 6.R.2.2 • I can read according to punctuation. 6.R.2.2				
"Street Music" by Arnold Adolf	6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry. (Comprehension)	• I can compare and contrast different texts. 6.R.3.1 • I can identify and create stanza and verse in a poem. 6.R.3.1 • I can identify and apply a rhyming scheme. 6.R.3.1 • I can identify and create types of poetry (free verse, limerick, haiku, couplet, concrete) 6.R.3.1				
	6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry. (Comprehension)	• I can identify the plot structure of fiction (exposition / rising action / climax / falling action / resolution) 6.R.3.2 • I can explain characterization and use it to determine meaning of a text. 6.R.3.2 • I can explain setting and use it to determine meaning of a text. 6.R.3.2 • I can explain conflict and resolution and use them to determine meaning of a text. 6.R.3.2 • I can identify theme and use it to determine meaning of a text. 6.R.3.2 • I can identify point of view and use it to determine meaning of a text. 6.R.3.2 • I can identify the author's purpose and use it to determine meaning of a text (persuade / inform /				

		entertain). 6.R.3.2					
	6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry. (Comprehension)	• I can identify and create alliteration and use it to determine meaning of a text. 6.R.3.3 • I can identify and create onomatopoeia and use it to determine meaning of a text. 6.R.3.3 • I can identify foreshadowing and use it to determine meaning of a text. 6.R.3.3					
	6.W.1.3 Students can identify purpose and audience in writing. (Application)	• I can identify the audience for my writing. 6.W.1.3 • I can write to meet my audience's needs. 6.W.1.3	Poem about poetry				
	6.W.1.2 Students can revise the organization in narrative and descriptive writing. (Evaluation)	• I can revise writing. 6.W.1.2 • I can edit writing. 6.W.1.2 • I can evaluate the writing of my peers. 6.W.1.2 • I can use a rubric to self-evaluate. 6.W.1.2 • I can publish my writing. 6.W.1.2					

Unit: Reference Unit							

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall <u>Writing and Grammar</u> Copper Level **Silver Burdett English, Grade 6**	6.R.5.3 Students can utilize sources to locate information. (Application)	• I can find information in a thesaurus. 6.R.5.3 • I can find information in an almanac. 6.R.5.3 • I can find information in a non–fiction text. 6.R.5.3 • I can find information in a dictionary. 6.R.5.3	Silver Burdett WS 10-15 Ladder game Analogy website Almanac activity Dictionary practice Thesaurus thoughts				
	6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts. (Synthesis)	• I can locate, gather, and organize important facts in informational texts. 6.R.5.1 • I can compare and contrast information from two or more informational texts to determine relevance. 6.R.5.1					
	6.R.5.2 Students can evaluate the <u>credibility of</u> informational texts. (Evaluation)	• I can decide what is important as I read. 6.R.5.2 • I can distinguish fact from opinion. 6.R.5.2 • I can determine the credibility of various sources. 6.R.5.2					

Unit: *Homework Machine*							

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Homework Machine **by Dan Gutman**	6.R.1.1 Students can expand word meanings using word categories and word parts. (Analysis)	• I can identify a base word and explain what the word means. 6.R.1.1 • I can identify a suffix and explain what the word means. 6.R.1.1 • I can identify a prefix and explain what the word means. 6.R.1.1 • I can identify antonyms. 6.R.1.1 • I can identify synonyms. 6.R.1.1 • I can identify homonyms. 6.R.1.1 • I can identify abbreviations. 6.R.1.1	Vocabulary worksheets Vocabulary quiz Character synthesis project Novel comprehension packet (study guide) Homework poem			X	
	6.R.1.2 Students can utilize context to comprehend words with multiple meanings. (Application)	• I can use homonyms correctly. 6.R.1.2 • I can explain the literal and figurative meanings of the word. 6.R.1.2 • I can apply the correct dictionary definition to context. 6.R.1.2	Students read the novel out loud Final test Paragraph writing assignment (using examples from text)			X	
	6.R.2.1 Students can utilize direct and implied meaning to	• I can use what I already know to understand the text. 6.R.2.1 • I can form mental images during reading.	Poem writing assignment			X	

	comprehend text. (Analysis)	6.R.2.1 • I can distinguish between the connotation and denotation of a word to understand the text. 6.R.2.1. • I can make inferences about the meaning of the text. 6.R.2.1 • I can form questions about the text to help me understand. 6.R.2.1 • I can identify different question types (eg – main idea / factual / inferential / contextual) 6.R.2.1					
	6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)	• I can determine purpose for reading (enjoyment or information). 6.R.2.2 • I can adjust my reading speed for different types/genres of text. 6.R.2.2 • I can skim/scan for meaning of a text. 6.R.2.2 • I can self-monitor my reading to make sure I'm understanding. 6.R.2.2 • I can read with appropriate expression. 6.R.2.2 • I can read according to punctuation. 6.R.2.2				**X**	
	6.R.3.1 Students can describe text structures to determine meaning	• I can compare and contrast different texts. 6.R.3.1				**X**	

	in fiction, nonfiction, and poetry. (Comprehension)							
	6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry. (Comprehension)	- I can identify the plot structure of fiction (exposition / rising action / climax / falling action / resolution) 6.R.3.2 - I can explain characterization and use it to determine meaning of a text. 6.R.3.2 - I can explain setting and use it to determine meaning of a text. 6.R.3.2 - I can explain conflict and resolution and use them to determine meaning of a text. 6.R.3.2 - I can identify theme and use it to determine meaning of a text. 6.R.3.2 - I can identify point of view and use it to determine meaning of a text. 6.R.3.2 - I can identify the author's purpose and use it to determine meaning of a text (persuade / inform / entertain). 6.R.3.2					X	
	6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry. (Comprehension)	- I can identify dialogue and use it to determine meaning of a text. 6.R.3.3 - I can identify dialect and use it to determine meaning of a text. 6.R.3.3 - I can identify foreshadowing and use it to determine meaning of a text. 6.R.3.3					X	

	6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events. (Analysis)	• I can identify the point of view in two different texts and then compare and contrast them. 6.R.4.1 • I can identify the geographical location in two different texts and then compare and contrast them. 6.R.4.1 • I can identify the time period in two different texts and then compare and contrast them. 6.R.4.1 • I can identify cultures in two different texts and then compare and contrast them. 6.R.4.1					X	
	6.R.5.2 Students can evaluate the credibility of informational texts. (Evaluation)	• I can decide what is important as I read. 6.R.5.2 • I can distinguish fact from opinion. 6.R.5.2 • I can determine author's purpose. 6.R.5.2 • I can determine the credibility of various sources. 6.R.5.2					X	
	6.W.1.1 Students can compose narrative and descriptive text of three paragraphs. (Synthesis)	• I can write to compare. 6.W.1.1 • I can write to contrast. 6.W.1.1 • I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can narrow my topic. 6.W.1.1					X	

		- I can write a topic sentence. 6.W.1.1 - I can write using specific details (ideas). 6.W.1.1 - I can write using specific word choice. 6.W.1.1 - I can write an introduction (organization). 6.W.1.1 - I can use transition words to organize my writing (organization). 6.W.1.1 - I can sequence my writing (organization). 6.W.1.1 - I can write a conclusion(organization).. 6.W.1.1 - I can vary my sentence length (sentence fluency). 6.W.1.1 - I can vary my sentence beginnings (sentence fluency). 6.W.1.1 - I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1					
	6.W.1.2 Students can revise the <u>organization in narrative and descriptive writing.</u> (Evaluation)	- I can organize my writing into paragraphs. 6.W.1.2 - I can revise writing. 6.W.1.2 - I can edit writing. 6.W.1.2 - I can evaluate the writing of my peers. 6.W.1.2 - I can use a rubric to self–evaluate. 6.W.1.2 - I can publish my writing. 6.W.1.2				X	

					X	
	6.W.1.3 Students can identify purpose and audience in writing. (Application)	• I can identify the audience for my writing. 6.W.1.3 • I can write to meet my audience's needs. 6.W.1.3				X	
	6.W.1.4 Students can summarize information from references to compose text. (Application)	• I can paraphrase the information I find in a source. 6.W.1.4 • I can determine the relevancy of the information gathered. 6.W.1.4 •				X	
	6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues. (Comprehension)	• I can explain the speaker's message. 6.LVS.1.1 • I can identify the speaker's tone. 6.LVS.1.1				X	
	6.LVS.1.2 Students can organize and present narrative and informative	• I can deliver an oral presentation. 6.LVS.1.2 • I can maintain eye contact. 6.LVS.1.2 • I can use appropriate volume. 6.LVS.1.2 • I can speak clearly with an appropriate speed. 6.LVS.1.2				X	

		presentations using main ideas and supporting details. (Application)	• I can stay on topic when speaking. 6.LVS.1.2				

Unit: Daily Oral Language						

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Daily Oral Language PLUS: The Five Minute Workout **McDougal, Littell Level 6**	6.W.1.2 ~ Students can revise the organization in narrative and descriptive writing.	• I can organize my writing into paragraphs. 6.W.1.2 • I can revise writing. 6.W.1.2 • I can edit writing. 6.W.1.2 • I can evaluate the writing of my peers. 6.W.1.2	Daily Oral Language exercises (sentences and paragraph)	**X**	**X**	**X**	**X**
	6.W.2.1 ~ Students can edit text for subject-verb agreement.	• I can identify the subject of the sentence. 6.W.2.1 • I can identify whether the subject is singular or plural. 6.W.2.1 • I can identify the verb of the sentence. 6.W.2.1 • I can identify whether the subject and the verb agree. 6.W.2.1 • I can choose the correct verb when the subject is an indefinite pronoun. 6.W.2.1	Editing Questions Paragraph and sentence editing	**X**	**X**	**X**	**X**

| | 6.W.2.2 ~ Students can identify and incorporate pronouns in the writing process. | • I can define, find, and use personal pronouns. 6.W.2.2
   o I can identify the type of personal pronoun (subject, object, possessive). 6.W.2.2
   o I can identify person (first, second, third). 6.W.2.2
• I can define, find, and use relative pronouns. 6.W.2.2
• I can define, find, and use demonstrative pronouns. 6.W.2.2
• I can define, find, and use reflexive pronouns. 6.W.2.2
• I can define, find, and use indefinite pronouns. 6.W.2.2
• I can identify an antecedent. 6.W.2.2
• I can use correct pronoun antecedent agreement. 6.W.2.2 | | | | X | X |
| | | | | X | X | | |

| Unit: Vocabulary | | | | | | | |

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Scholastic: 100 Vocabulary Words Kids Need to Know **Great Source Education Group: Houghton Mifflin Company— Vocabulary for Achievement**	6.R.1.1 ~ Students can expand word meanings using word categories and word parts	• I can identify a base word and explain what the word means. 6.R.1.1 • I can identify a suffix and explain what the word means. 6.R.1.1 • I can identify a prefix and explain what the word means. 6.R.1.1 • I can identify antonyms. 6.R.1.1 • I can identify synonyms. 6.R.1.1 • I can identify homonyms. 6.R.1.1 o I can identify acronyms. 6.R.1.1 • I can identify abbreviations. 6.R.1.1	Vocabulary WS Vocabulary Quizzes	X	X	X	X
Special vocabulary lists—related to individual units (Iditarod, Olympics, holiday terms)	6.R.1.2 ~ Students can utilize context to comprehend words with multiple meanings.	• I can use homonyms correctly. 6.R.1.2 • I can explain the literal and figurative meanings of the word. 6.R.1.2 • I can apply the correct dictionary definition to context. 6.R.1.2		X	X	X	X
	6.R.2.1 ~ Students can utilize direct and implied meaning to comprehend text	• I can use what I already know to understand the text. 6.R.2.1 • I can form mental images during reading. 6.R.2.1		X	X	X	X

		• I can distinguish between the connotation and denotation of a word to understand the text. 6.R.2.1. • I can make inferences about the meaning of the text. 6.R.2.1 • I can form questions about the text to help me understand. 6.R.2.1 • I can identify different question types (eg – main idea / factual / inferential / contextual) 6.R.2.1					
	6.R.5.3 ~ Students can utilize sources to locate information.	• I can find information in a thesaurus. 6.R.5.3 • I can find information in an almanac. 6.R.5.3 • I can find information on the internet. 6.R.5.3 • I can find information in an online encyclopedia. 6.R.5.3 • I can find information in a non–fiction text. 6.R.5.3 • I can find information in an online database. 6.R.5.3 • I can find information in a dictionary. 6.R.5.3 • I can find information in a newspaper. 6.R.5.3		**X**	**X**	**X**	**X**

Unit: Adjectives								

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall <u>**Writing and Grammar**</u> **Copper Level** **Silver Burdett English, Grade 6**	6W2.1: Students can edit text for subject/verb agreement.	- I can identify the subject of the sentence. 6.W.2.1 - I can identify whether the subject is singular or plural. 6.W.2.1 - I can identify the verb of the sentence. 6.W.2.1 - I can identify whether the subject and the verb agree. 6.W.2.1 - I can choose the correct verb when the subject is an indefinite pronoun. 6.W.2.1	**Unit Test** **Happy Holidays Hunt (writing assignment** **Word Art (adjectives to create picture)**			X	

Unit: Poetry Unit							

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Teaching Poetry: Prentice-Hall **Silver Burdett English Writing**	6.R.1.2 ~ Students can utilize context to comprehend words with multiple meanings.	• I can identify a base word and explain what the word means. 6.R.1.1 • I can identify a suffix and explain what the word means. 6.R.1.1 • I can identify a prefix and explain what the word means. 6.R.1.1 • I can identify antonyms. 6.R.1.1 • I can identify synonyms. 6.R.1.1 • I can identify homonyms. 6.R.1.1	Poetry book (consists of 18 poems) Poetry Unit Test Vocabulary assignments and quizzes Poem presentation				X
	6.R.3.1 ~ Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.	• I can compare and contrast different texts. 6.R.3.1 • I can identify and create stanza and verse in a poem. 6.R.3.1 • I can identify and create a couplet and a quatrain in a poem. 6.R.3.1 • I can identify and apply a rhyming scheme. 6.R.3.1 • I can identify and create types of poetry (free verse, limerick, haiku, couplet, concrete) 6.R.3.1					X

	6.R.3.2 ~ Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.	• I can identify theme and use it to determine meaning of a text. 6.R.3.2 • I can identify point of view and use it to determine meaning of a text. 6.R.3.2 • I can identify the author's purpose and use it to determine meaning of a text (persuade / inform / entertain). 6.R.3.2					**X**
	6.R.3.3 ~ Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.	• I can identify and create similes and use it to determine meaning of a text. 6.R.3.3 • I can identify and create metaphors and use it to determine meaning of a text. 6.R.3.3 • I can identify idioms and use it to determine meaning of a text. 6.R.3.3 • I can identify and create personification and use it to determine meaning of a text. 6.R.3.3 • I can identify and create hyperbole (exaggeration and use it to determine meaning of a text. 6.R.3.3 • I can identify and create alliteration and use it to determine meaning of a text. 6.R.3.3 • I can identify and create onomatopoeia and use it to determine meaning of a text. 6.R.3.3 • I can identify dialogue and use it to determine meaning of a text. 6.R.3.3 • I can identify dialect and use it to determine meaning of a text. 6.R.3.3 • I can identify foreshadowing and use it to determine meaning of a text. 6.R.3.3					**X**

		● I can identify flashbacks and use it to determine meaning of a text. 6.R.3.3					
X	6.W.1.1 ~ Students can compose narrative and descriptive text of three paragraphs.	● I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 ● I can narrow my topic. 6.W.1.1 ● I can write a topic sentence. 6.W.1.1 ● I can write using specific details (ideas). 6.W.1.1 ● I can write using specific word choice. 6.W.1.1 ● I can write an introduction (organization). 6.W.1.1 ● I can use transition words to organize my writing (organization). 6.W.1.1 ● I can sequence my writing (organization). 6.W.1.1 ● I can write a conclusion(organization).. 6.W.1.1					**X**
X	6.W.1.2 ~ Students can revise the organization in narrative and descriptive writing. 6.W.1.3 ~ Students can identify purpose and audience in writing.	● I can organize my writing into paragraphs. 6.W.1.2 ● I can revise writing. 6.W.1.2 ● I can edit writing. 6.W.1.2 ● I can evaluate the writing of my peers. 6.W.1.2 ● I can use a rubric to self-evaluate. 6.W.1.2 ● I can publish my writing. 6.W.1.2					**X**

X	6.LVS.1.2 ~ Students can organize and present narrative and informative presentations using main ideas and supporting details.	• I can organize information for an oral presentation. 6.LVS.1.2 • I can deliver an oral presentation. 6.LVS.1.2 • I can maintain eye contact. 6.LVS.1.2 • I can use appropriate volume. 6.LVS.1.2 • I can speak clearly with an appropriate speed. 6.LVS.1.2 • I can stay on topic when speaking. 6.LVS.1.2 • I can use appropriate body language. 6.LVS.1.2 • I can use appropriate word choice. 6.LVS.1.2					X
X	6.R.2.1 ~ Students can utilize direct and implied meaning to comprehend text.	• I can use what I already know to understand the text. 6.R.2.1 • I can form mental images during reading. 6.R.2.1 I can distinguish between the connotation and denotation of a word to understand the text. 6.R.2.1					X
	6.R.2.2 ~ Students can demonstrate the elements of fluency to comprehend text.	• I can determine purpose for reading (enjoyment or information). 6.R.2.2 • I can adjust my reading speed for different types/genres of text. 6.R.2.2 • I can skim/scan for meaning of a text. 6.R.2.2 • I can self-monitor my reading to make sure I'm understanding. 6.R.2.2 • I can read with appropriate expression. 6.R.2.2 • I can read according to punctuation. 6.R.2.2					X

Unit: Friendly Letter

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Teaching Poetry: Prentice-Hall **Silver Burdett English Writing**	6.W.1.1 ~ Students can compose narrative and descriptive text of three paragraphs.	• I can pre-write by webbing, brainstorming, or listing. 6.W.1.1 • I can narrow my topic. 6.W.1.1 • I can write a topic sentence. 6.W.1.1 • I can write using specific details (ideas). 6.W.1.1 • I can write using specific word choice. 6.W.1.1 • I can write an introduction (organization). 6.W.1.1 • I can use transition words to organize my writing (organization). 6.W.1.1 • I can sequence my writing (organization). 6.W.1.1 • I can write a conclusion(organization).. 6.W.1.1 • I can vary my sentence length (sentence fluency). 6.W.1.1 • I can vary my sentence beginnings (sentence fluency). 6.W.1.1 • I can write using correct conventions (spelling / punctuation / grammar / capitalization / paragraphing). 6.W.1.1 o I can write with voice. 6.W.1.1	Five parts to a friendly letter (assignment and quiz) Letter to a new sixth grader Thank you note to teacher				**X**

	6.W.1.2 ~ Students can revise the organization in narrative and descriptive writing.	- I can organize my writing into paragraphs. 6.W.1.2 - I can revise writing. 6.W.1.2 - I can edit writing. 6.W.1.2 - I can evaluate the writing of my peers. 6.W.1.2 - I can use a rubric to self-evaluate. 6.W.1.2 - I can publish my writing. 6.W.1.2					
X							X
X	6.W.1.3 ~ Students can identify purpose and audience in writing.	- I can identify the audience for my writing. 6.W.1.3 - I can write to meet my audience's needs. 6.W.1.					X