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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  6th Grade ELA Curriculum Map – 4th Quarter | **Resources** | **Vocabulary** |
| **Reading - Literature** | **Range of Reading & Text Complexity** | RL.6.10 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. | \* I can use reading strategies to  understand grade-level fictional text. |  | proficiently, fiction |
| **Reading – Informational Text** | **Range of Reading & Level of Text Complexity** | RI.6.10 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 read and comprehend  grade-level literary non-fiction. |  | literary  non-fiction |
| **Writing** | **Text Types and Purposes** | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. | \* I can clearly introduce claims  as I write.  \* I can use relevant evidence to support my claims. \* I can organize reasons and evidence to support my claims. | www.readwritethink.org www.writingfix.com | introduce, relevant, evidence, claim, organize |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | \* I can support may claims with clear reasons and relevant evidence. \* I can tell the difference between credible sources and non-credible sources. \* I can use credible sources to find evidence to support my claim. \* My writing demonstrates an understanding of the topic. | www.readwritethink.org www.writingfix.com | support,  claims, relevant, reasons, evidence, credible, non-credible, sources, |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | \*I can choose and use words, phrases, and clauses that best show a connection between my claims and reasons. | www.readwritethink.org www.writingfix.com | phrases,  clauses, connection, |
| **Writing** | **Text Types and Purposes** | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. | \* I can establish and maintain a  formal style. (vs. using informal language.) | www.readwritethink.org www.writingfix.com | formal, informal |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented. | \* I can write a concluding  statement or section that follows the argument I presented. | www.readwritethink.org www.writingfix.com | concluding statement, concluding section, argument |
| W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. On-Going | \* I can write a narrative to develop real or imagined experiences or events. \* I can engage and orient the reader by establishing a context. \* I can engage and orient the reader by introducing a narrator and/or characters. \* I can engage and orient the reader by organizing an event sequence that unfolds naturally and logically. |  | narrative, engage, orient, establishing, context, narrator, sequence |
| W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. On-going | \* I can use narrative techniques to develop experiences, events and/or characters. (e.g., dialogue, pacing, description) |  | narrative  techniques, dialogue, pacing, description |
| **Writing** | **Text Types and Purposes** | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. On-Going | \* I can use a variety of  transition words, phrases, and clauses, to convey (show) sequence. \* I can use a variety of  transition words to signal shifts from one time frame or setting to another. |  | transition  words, phrases, clauses, convey, sequence, shifts, time frame, setting |
| W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. On-Going | \* I can use precise words and phrases to convey experiences and events. \* I can use relevant descriptive details to convey experiences and events. \* I can use sensory language to convey experiences and events. |  | precise, convey, relevant, sensory, |
| W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from the narrated experiences or events. On-going | \* I can write a conclusion that  follows from the narrated experiences or events. |  | conclusion |
| **Speaking and Listening** | **Comprehension & Collaboration** | SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | \* I can delineate a speaker's argument and specific claims. \* I can distinguish between claims that are supported by reasons and evidence from claims that are not. | Speaking and Listening  Workshops in textbook |  |

Please refer to the 1st -3rd quarter curriculum maps to make sure you are covering on-going standards.