English Language Arts – 6th Grade 2018-19

5. F. 2. In the student will determine meaning of words and phrases in grade level literature and informational text. 5. F. 2. At is spalin and demonstrate the work of a reader (c. F. 2.) 6. F. 2. B. Identify the purpose of the three components within the workshop model: corting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of the three components within the workshop model: crafting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the per secure of resting, composing, reflecting, (l. F. 2.) 6. F. 2. D. Determine the meaning of words and phrases as the position of the per secure of the proposed and restance as the proposed a			2018-19 Essential Standards			
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materials, [Literature - Word Meanings] (6.R.1.A) (CCSS R1.6.1) 6.R.2. © Distinguish between the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish between the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish between the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish between the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish petween the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish petween the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish petween the role of the tracher and student within the workshop model: crafting, composing, reflecting, (R, 8) 6.R.2. Distinguish petween the role of the tracher and student within the workshop model: crafting, composing, craftering, (R, 8) 6.R.2. E. Understand and demonstrate the procedures and routness during Reader's Workshop, (K, S) 6.R.2. F. Communicate about reading level and a keep a record of reading, (R) 6.R.2. F. Communicate about reading in a variety of ways, (S) 6.R.3. F. Communicate about reading in a variety of ways, (S) 6.R.3. F. Communicate about reading in a variety of ways, (S) 6.R.3. F. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (G.R.2.A) (R.CSS RI.6.5) 6.R.3. B. Explain how an author developers to maining. Extracture (G.R.2.A) (CCSS RI.6.5) 6.R.3. F. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (G.R.2.A) (CCSS RI.6.5) 6.R.3. B. Compare and contrast three experience of reading a story, drama, or poem to list	of a reader. (K, S)	_ = =		6_R_4_A: Draw conclusions, infer and analyze by citing textual evidence to		
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6.R_1.C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting. (K, R). 6.R_1.D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (RN.1.B) (CCSS RI.6.4) 6.R_1.E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_1.E: Communicate about reading in a variety of ways. (S) 6.R_2.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways. (S) 6.R_3.E: Communicate about reading in a variety of ways.	·		6 R 3 B: Interpret visual elements of a text and draw conclusions from them (when	6 R 4 B: Interpret visual elements of a text including those from different		
teacher and student within the workshop model: crafting, composing, reflecting, (K, R) 6_R_1_D: Select a variety of appropriate text, based on interest, purpose and reading level and a keep a record of reading (R) 6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_1_E: Communicate about reading in a variety of works (R) 6_R_1_E: Communicate about reading in a variety of works (R) 6_R_1_E: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_3_E: Cusing appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. [Summarize/Claim] (6.R.1.D) (CCSS RI.6.5) 6_R_3_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_3_E: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.1.2.A) (CCSS RI.6.5) 6_R_3_E: Communicate about reading in a variety of words. (K) 6_R_3_E: Communicate about reading in a variety of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.1.2.A) (CCSS RI.6.6) 6_R_3_E: Communicate about reading in a variety of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.1.2.A) (CCSS RI.6.6) 6_R_3_E: Communicate about reading in a variety of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.1.2.A) (CCSS RI.6.6) 6_R_3_E: Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. [Interaction and Meaning] (R.1.2.D) (CCSS RI.6.3) 6_R_3_E: Communicate about reading in a variety of words or wor		6_R_2_B: Determine the meaning of words and phrases		media and draw conclusions from them (when applicable). [Text Features]		
model: crafting, composing, reflecting, (K, R) 6_R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading [k] 6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop, (K, S) 6_R_1_E: Comparing (G, R) 6_R_1_C: Select appropriate personal goals as a reader to monitor progress. (K) 7	6_R_1_C: Distinguish between the role of the	as they are used in the text, including figurative,		(6.RI.1.C)		
Fext - Word Meanings] (6.R.1.B) (CCSS RI.6.4) Approachina Texts as a Writer 6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Communicate about reading in a variety of ways. (S) 6_R_1_E: Explain how an author develops the point of view of the narrator or speaker in a text. (Point of View) (6.R.L.2.A) (CCSS RI.6.5) 6_R_1_E: Explain how an author's point of view or purpose is conveyed in repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_1_E: Explain how an author's point of view or purpose is conveyed in Point of View) (6.R.L.2.A) (CCSS RI.6.5) 6_R_2_E: Explain how an author's point of view or purpose is conveyed in Point of View) (6.R.L.2.A) (CCSS RI.6.5) 6_R_2_E: Explain how an author's point of view or purpose is conveyed in Point of View) (6.R.L.2.A) (CCSS RI.6.5) 6_R_3_E: Explain how an author develops the point of view or flourity the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_3_E: Explain how an author develops the point of view or flourity the use of figurative language and/or the repetition of view or purpose is conv	teacher and student within the workshop	connotative, and content-specific meanings using	6_R_3_C: Using appropriate text, determine the theme(s) of a text and cite evidence of			
Approaching Texts as a Writer 6_R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading.(R) 6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_1_E: Compare and contributes to meaning. [Structure] (6.R.12.A) (CCSS RL.6.5) 6_R_3_E: Explain how an author develops the point of view of the narrator or speaker in a text. [Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Approaching Texts as a Writer 6_R_4_D: Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning. [Structure] (6.R.12.A) (R.6.5) 6_R_3_E: Explain how an author develops the point of view of the narrator or speaker in a text. [Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of view or purpose is conveyed in Point of View] (6.R.12.A) (CCSS RL.6.6) 6_R_3_E: Explain how an author's point of View] (6.R.12.A) (C	model: crafting, composing, reflecting. (K, R)		its development; summarize the text.[Summarize/Theme] (6.RL.1.D) (CCSS RL.6.2)	6_R_4_C: Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. [Summarize/Claim] (6.RI.1.D) (CCSS RI.6.2)		
and a keep a record of reading (R) 6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_3_E: Explain how an author develops the point of view of the narrator or speaker in a text. [Point of View] (6.R.L.2.A) (CCSS RL.6.5) 6_R_3_E: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.A) (CCSS RL.6.5) 6_R_3_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_3_G: Describe how a particular text's plot unfolds in a series of episodes as well and the characters respond or change as the plot moves toward a resolution. [Interaction and Meaning] (R.L.2.D) (CCSS RL.6.3) Approaching Texts as a Researcher 6_R_3_B: 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 same text, noting how a performance impacts personal interpretation. [Texts as a Researcher or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [Texts/Forms] (6.R.L.3.A) (CCSS RL.6.9)	6_R_1_D: Select a variety of appropriate text		Approaching Texts as a Writer			
6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_1_F: Communicate about reading in a variety of ways. (S) 6_R_1_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_1_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_1_H: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or liev experience of reading a text to pick. [R_1.3.4] (CCSS RL.6.4) 4_pproaching Texts as a Researcher 6_R_3_1: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or liev experience of reading a text to listen topics. [Relationships in Texts] (6.RL.3.A) (CCSS RL.6.5) 6_R_3_1: Compare and contrast text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. [Interaction and Meaning] (R.L.2.D) (CCSS RL.6.3) 4_pproaching Texts as a Researcher 6_R_3_1: Compare and contrast the experience of reading a text to listen or viewing an audio, video, or liev experience of reading a text to listen or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [Texts forms] (6.RL.3.A) (CCSS RL.6.5) 6_R_3_1: Compare and contrast the experience of reading a text to listen or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [Texts/Forms] (6.RL.3.A) (CCSS RL.6.5) 6_R_3_1: Compare and contrast the experience of reading a text to listen or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [Texts/Forms] (6.RL.3.A) (CCSS RL.6.5)	based on interest, purpose and reading level		6_R_3_D: Analyze how a particular sentence, chapter, scene, stanza, or image			
6_R_1_E: Understand and demonstrate the procedures and routines during Reader's Workshop. (K, S) 6_R_1_F: Communicate about reading in a variety of ways. (S) 6_R_1_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_1_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_3_F: 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 same text, noting how a performance impacts personal interpretation. [Texts in Forms] (6.R.1.3.A) (CCSS R.1.6.5) 6_R_3_F: Explain how an author's point of view or purpose is conveyed in [Point of View] (6.R.1.2.A) (CCSS R.1.6.6) 6_R_4_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.1.2.C) 6_R_1_G: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_3_F: 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 same text, noting how a performance impacts personal interpretation. [Texts in Forms] (6.R.1.3.A) (CCSS R.1.6.1) 4	and a keep a record of reading.(R)		contributes to meaning. [Structure] (6.RL.2.A) (CCSS RL.6.5)			
Workshop. (K, S) 6_R_1_F: Communicate about reading in a variety of ways. (S) 6_R_1_F: Communicate about reading in a variety of ways. (S) 6_R_1_F: Select appropriate personal goals as a reader to monitor progress. (K) 6_R_2_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_2_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_2_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_2_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the repetition, contributes to meaning. [Craft and Meaning] (6.R.L.2.C) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the repetition, contributes to meaning. [Craft and Meaning] (6.R.L.2.D) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the repetition, contributes to meaning. [Craft and Meaning] (6.R.L.2.D) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the supported to personal interpretation, contributes to meaning. [Craft and Meaning] (6.R.L.2.D) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the supported to personal interpretation (6.R.L.2.D) 6_R_3_F: Analyze how word choice, including the use of figurative language and/or the supported to personal interpretation, contributes to meaning. [Cr	6_R_1_E: Understand and demonstrate the		6_R_3_E: Explain how an author develops the point of view of the narrator or speaker			
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variety of ways. (S) (6.R.L.2.C) (CCSS RI.6.6) 6.R.L.2.C) (6.R.L.2.C) (6.R.L.			6_R_3_F: Analyze how word choice, including the use of figurative language and/or the			
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6_R_3_G: Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.[Interaction and Meaning] (RL.2.D) (CCSS RL.6.3) Approaching Texts as a Researcher 6_R_3_H: 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 same text, noting how a performance impacts personal interpretation. [Text in Forms] (6.R.1.3.A) (CCSS RL.6.7) 6_R_3_I: Compare and contrast texts in different genres that address similar themes or topics. [Relationships in Texts] (6.R.1.3.B) (CCSS RL.6.9) 6_R_3_I: Compare and contrast texts in different genres that address similar themes or topics. [Relationships in Texts] (6.R.1.3.B) (CCSS RL.6.9)	variety of ways. (S)		(6.RL.2.C)			
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Approaching Texts as a Researcher 6_R_3_H: 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 same text, noting how a performance impacts personal interpretation. [Text in Forms] (6.RL.3.A) (CCSS RL.6.7) 6_R_3_I: Compare and contrast texts in different genres that address similar themes or topics. [Relationships in Texts] (6.RL.3.B) (CCSS RL.6.9) Approaching Texts as a Researcher 6_R_4_H: Compare and contrast the experience of reading a text to listen or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [Texts/Forms] (6.Rl.3.A) (CCSS RL.6.9)	a reason to monte, progress (iv)			supported by reasons and evidence from claims that are not.		
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6 R 4 I: Compare and contrast one author's presentation of events with			(4000)	6_R_4_I: Compare and contrast one author's presentation of events with that of		
6_R_3_J: Explain how plot and conflict reflect historical and/or cultural contexts. another. [Relationships/Texts] (6.Rl. 3.B) (CCSS RI.6.9) [Historical Context] (6.Rl.3.C)			1 = = = : : :			
6_R_4_J: Explain how the text reflects historical and/or cultural contexts. [Historical Context] (6.RI.3.C)						

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English Language Arts – 6th Grade 2018-19

		Connected Standards		
6 W 4	lawa	Essential Standards		
6_W_1	6_W_2	6_W_3	6_RM	6_ SL_1
The student will apply the structure of the	The student will compose an appropriate type of writing for a variety of	The student will apply the conventions of	The student will plan for research, gather and use	The student will speak and listen effectively in
workshop model.	purposes and audiences	Standard English grammar and usage in	relevant information from a variety of sources.	multiple contexts.
		writing (6.W.3.A.c) (CCSS L.6.1 L.6.2)		
		Learning Targets		
6_W_1_A: Identify the purpose of the	<u>Write Narratives</u>	Spelling & Usage	Inquiry Process:	<u>Collaborating</u>
three components within the workshop	6_W_2_A: Write narratives that develop real or imagined experiences using	6_W_3_A: Independently spell and use	RM_6_A: Follow a modeled inquiry process.	6_ SL_1_A: Follow rules for collegial discussions
model: crafting, composing, reflecting. (K)	relevant descriptive details and well-structured event sequences. (P) (6.2.A.a)		(6.W.1.A)	and decision making, track progress toward
	(CCSS W.6.3)	grade level words correctly, including		specific goals and deadlines, and define
6_W_1_B: Distinguish between the role of	2_A1: Engage and orient the reader by establishing a context	commonly confused words.	<u>Using Schema:</u>	individual roles as needed. (6.SL 1A) (CCSS
the teacher and student within the	and introducing a narrator and/or characters. (CCSS W.6.3a)		RM_6_B: Predict answers to inquiry questions	SL.6.1b)
workshop model: crafting, composing,	2_A2: Organize an event sequence that unfolds naturally and	6_W_3_B: Apply standard spelling using	based on background knowledge and beginning	
reflecting. (K, R)	logically. (CCSS W.6.3a)	classroom resources as needed. (L.6.2b)	observation or experience.	6_SL_1_B: Delineate a speaker's argument and
	2_A3: Use narrative techniques such as dialogue, pacing, and		observation of experience.	claims in order to pose and respond to specific
6_W_1_C: Understand and demonstrate	description, to develop experiences, events, and/or characters.	Parts of Speech	Questioning and Topic Development:	questions with elaboration and detail by making
the procedures and routines during	(CCSS W.6.3b)	6_W_3_C: Recognize and correct vague and	RM_6_C: Develop and refine essential (guiding)	comments that contribute to the topic, text, or
Writer's Workshop. (K, S)	2_A4: Use a variety of transition words and phrases. (CCSS W.6.3c)		questions, depending on the type of information	issue under discussion. (6.SL.1.B) (CCSS SL.6.3
	2_A5: Use precise words and phrases and sensory descriptions and	ambiguous pronouns. (L.6.1d)	needed. (5.W.3.A.a, 5.W.3.A.b)	SL.6.1.c)
6_W_1_D: Use a writer's notebook (i.e.	figurative language. (CCSS W.6.3d)		needed. (5.w.s.A.a, 5.w.s.A.b)	
folder, binder, composition notebook). (S)	2_A6: Provide a conclusion. (CCSS W.6.3e)	<u>Agreement</u>	W 16 11	6_SL_1_C: Review the key ideas expressed by a
		6_W_3_D: Use subject/verb agreement	Keyword Searching:	speaker including those presented in diverse
6_W_1_E: Explain and demonstrate the	Write Informative/Explanatory Texts	with 1st, 2nd, and 3rd person pronouns.	RM_6_D: Implement keyword search strategies	media and demonstrate understanding of
work of a writer. (K, S)	6_W_2_B: Write informational texts that Introduce a topic and group	(4.L.1.A.f)	when using resources such as online encyclopedias	multiple perspectives through reflection and
	information logically; include formatting (e.g. headings, illustrations, and		and databases, and teacher-approved	paraphrasing. (6.SL. 1.C) (CCSS SL6.1.d SL6.2)
6_W_1_F: Identify the ways that writers get	multimedia) to aid comprehension. (6.W.2.A.b) (CCSS W.6.2a)	Sentences	websites.(8.W.1.A)	
their ideas. (K)	2_B1: Develop the topic with relevant facts, definitions, quotations, or	6_W_3_E: Expand and rearrange simple		<u>Presenting</u>
	other information and examples related to the topic. (CCSS W.6.2b)		Using and Evaluating Sources:	6_ SL_1_D: Speak clearly, audibly, and to the
6_W_1_G: Identify the resources that	2_B2: Use appropriate transitions. (e.g. in contrast, especially)	and compound sentences to improve	RM_6_E: Use appropriate approved print and	point, using conventions of language as
writers use. (K)	(CCSS W.6.2c)	writing. (4.L.1.A.h)	electronic sources relevant to research needs and	appropriate to task, purpose and audience when
	2_B3: Use precise language and vocabulary to explain the topic.		evaluate their usefulness.(6.W.3.A.d)	presenting including appropriate volume.
6_W_1_H: Communicate about writing in a	(CCSS W.6.2d)	<u>Punctuation</u>		(6.SL.2.A) (CCSS SL.6.6)
variety of ways. (S)	2_B4: Provide a concluding statement related to the information	6_W_3_F: Use commas for appositives.	<u>Note Taking:</u>	
	presented. (CCSS W.6.2f)		RM_6_F: Identify and utilize effective note taking	6_SL_1_E: Position body to face the audience
6_W_1_I: Recognize steps in the writing			strategies to summarize, paraphrase, and quote	when speaking and make eye contact with
process. (K)	Write Arguments		information. (6.W.3.A.f)	listeners at various intervals using gestures to
	6_W_2_C: Write arguments that introduce a claim and organize the reasons			communicate a clear viewpoint. (6.SL.2.B) (CCSS
6_W_1_J: Select appropriate personal goals	and evidence clearly. (6.2.2.A.c) (CCSS W.6.1a)		<u>Drawing Conclusions:</u>	SL.6.4)
as a writer to monitor progress. (K)	2_C1: Support a claim with clear reasons and relevant evidence		RM_6_G: Draw clear and appropriate conclusions	C. Cl. 4. F. Dian and deliver appropriate
C W 4 K With a security also assessed as	using credible sources (CCSS W.6.1b)		supported by evidence and examples. (9-10.W.1.A)	6_SL_1_F: Plan and deliver appropriate
6_W_1_K: Write routinely over extended time frames (time for research, reflection,	2_C2: Use words, phrases, and clauses to clarify the relationships			presentations based on the task, audience and
and revision) and shorter time frames (a	among claim(s) and reasons.		RM_6_H: Seek more than one point of view and	purpose including multimedia components in
single sitting or a day or two) for a range of	2_C3: Provide a concluding statement that follows from the argument presented (CCSS W.6.1e)		explain the effect of different perspectives on the	presentations to clarify claims findings and ideas. (6.SL. 2.C) (CCSS SL.6.4)
discipline-specific tasks, purposes, and	presented (CC33 W.O.1e)		information. (7.W.1.A)	(0.31. 2.0) (0.33 31.0.4)
	6 W 2 D Follow a writing process to produce clear and soberent writing in		(**************************************	
audiences. (P) (CCSS W.6.10)	6_W_2_D: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the		Organizing Information:	
	task, purpose and audience.		RM_6_I: Use a <u>cause/effect</u> organizational pattern	
	(6.W.2.A) (CCSS W.6.4)			
	(0.vv.2.r.) (0000 vv.0. 1)		to organize information. (8.W.1.A)	
	6_W_2_E: Use technology, including the Internet, to produce and publish			
	writing as well as to interact and collaborate with others. (6.W.A.e) (CCSS W.6.6)		<u>Citing Sources:</u>	
	writing as well as to interact and collaborate with others. (0.44.A.e) (0.655 W.0.0)		RM_6_J: Understand what plagiarism is and how to	
			avoid it. (6.W.1.A)	

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RM_6_K: Cite title and author for all print sources
and article title, website and date accessed for
electronic sources used. (5.W.3.A., 6.W.1.A)
<u>Presentation:</u>
RM_6_L: Organize information and weigh evidence
to draw conclusions, form opinions, and create
meaning, presenting conclusions and supporting
facts in a variety of ways. (5.W.3.A.h)
Reflection During and After:
RM_6_M: Identify and evaluate the important
features for a good product, assessing and revising
own work through collaboration.
RM_6_N: Identify own strengths and set goals for
improvement.

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