

6th ELA Essential Standards (1st and 2nd Semester)

Standard Number	“I Can Statements”	Examples and Rigor	H3 Ideas
<p>LITERARY TEXT LT MC 5.1 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can identify make predictions based on the text. I can make inferences based on the text. I can draw conclusions based on the text. I can analyze what the text says. I can synthesize what the text says.</p>	<p>-Reading Response -Common Lit. -Group/Classroom Discussion -Annotating while reading Assessments: Inferencing Plot Diagram</p>	<p>Textual Evidence: Socratic Seminar</p>
<p>LT MC 6.1 Determine a theme of a text and how it is conveyed through particular details; provide an objective summary of the text distinct from personal opinions or judgments.</p>	<p>I can define theme. I can identify themes in a text. I can analyze the development of a theme through a text. I can summarize the theme of a text.</p>	<p>-Reading Response -Common Lit. -Group/Classroom Discussion Assessments: Theme</p>	<p>Use picture books to locate signposts and evaluate the theme of each book.</p>
<p>LT MC 8.1 8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves to a resolution; determine the impact of contextual influences on setting, plot, and characters.</p>	<p>I can identify the setting, characters, and elements of a story’s plot. I can analyze how the setting shapes characters and/or plot in a text. I can analyze how particular elements of a text interact. I can determine the impact of contextual influences (societal issues) on setting, plot, and characters.</p>	<p>-independent reading -book clubs -Short Stories:</p>	<p>whole class or in small groups. Students name and define a main character and supporting characters. Students choose a setting – place, time, and duration. Students choose a theme, such as friendship, bullying, or overcoming adversity. Students decide on the conflict. Students decide how their conflict will be resolved. Students add more plot events. Students write their own stories from the story elements they have listed</p>
<p>LCS 9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.</p>	<p>I can define connotation and denotation. I can determine the figurative and connotative meaning of words and phrases in a text. I can analyze the impact of rhymes and other repetitions of sounds on specific areas of a text. I can explain the tone and how it impacts a text. I can identify different tones in texts. I can analyze the impact of the author’s choice of words and phrases on meaning and tone. I can analyze the impact of the author’s use of conventions (spelling, punctuation, capitalization, grammar) on the meaning and tone.</p>	<p>-reading short stories -discuss author’s choice of words to impact meaning -understand rhyme and repetition</p>	<p>Tone and Mood Movie Clips Rewrite a picture book with a different mood or tone.</p>
<p>LCS 10.1 10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase</p>	<p>I can use context clues to determine the meaning of words and phrases. I can break down words into parts to determine meaning.</p>	<p>-Word Gap-Signpost -Stems -Annotating -9 weeks tests -Newsela -Common Lit -H3 tutorial</p>	<p>Context Clue Mini-lesson, interactive notebook, and word sort lessons</p>
<p>MCC 3.1 (a) 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p>	<p>I can gather ideas from the world and personal experiences to write narratives. I can write narratives of real or imagined experiences using effective techniques. (hook, dialogue, etc.)</p>	<p>-Personal Narrative -Writing Wednesdays -plot triangle, hooks, how to punctuate dialogue</p>	<p>conference and revise</p>

a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;	I can write narratives using relevant descriptive details. I can write narratives using well-structured sequences of events. I can engage and orient the reader by establishing a setting (context), point of view, and characters. I can organize a sequence of events that unfolds naturally and logically. I can use dialogue to develop experiences, events, or characters.		
INFORMATIONAL TEXT IT MC 5.1 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can identify make predictions based on the text. I can make inferences based on the text. I can draw conclusions based on the text. I can analyze what the text says. I can synthesize what the text says.	Leadership Unit -informational text -Newsela -Annotation	Quarter 3-4 (heavy) All year Socratic Seminar with high interest news articles
IT MC 6.1 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	I can explain the overall message of a text. I can provide an accurate summary of key events and ideas from a text. I can determine what details are most important to the understanding of a text.	-Hand summary technique DBQ-social studies Somebody, wanted, but so, strategy -9 weeks tests -Newsela	All year Create a summary from an article you wish to use with your students. Cut the summary into sentence strips. Have students put the summary in order. Read another article and have students create the same activity.
LCS 8.1 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	I can determine the meaning of words by using context clues. I can explain the author's purpose in using certain words to convey meaning and tone.	-Word Gap-Signpost -Stems -Annotating -9 weeks tests -Newsela	Use picture books to teach similes and metaphors. Have students create a picture book using 10 similes or metaphors.
LCS 10.1 10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	I can explain the author's reason for writing. I can explain how the author's writing technique affects their position on a topic.	-annotating -independent reading -research paper	All year SEven Blind Mice Lesson Plan
WRITING MCC 2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	I can write an informative text to explain complex ideas. I can organize and effectively analyze the content of my informational text.	Performance Task -Practice Performance Task -Research paper -understand summarize, paraphrase, and/or directly quote my evidence	Quarter 3-4 conference and revise
L 5.1 Use:Commas, parenthesis, or dashes to set off nonrestrictive/parenthetical elements; andSemicolons to connect main clauses and colons to introduce a list or quotation.		-Writing Wednesdays -all written work in all classes, -No Red Ink -KidBlog	All year create sentence strips of examples and cut apart. Have students put them together. Have students create their own.
2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.		- TDA Socratic Seminar	Quarter 4

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