

## Grade 6 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	Demonstrate command of grammar and usage when writing or speaking using pronouns correctly.	<ul style="list-style-type: none"> <li>➤ I can demonstrate my command of grammar and usage when speaking and writing using pronouns correctly.</li> </ul>
Language	Acquires and uses 6th Grade content area and academic vocabulary to express comprehension in context.	<ul style="list-style-type: none"> <li>➤ I can use 6th grade content area vocabulary to express my comprehension.</li> </ul>
Reading	Find examples to justify inferences when analyzing text.	<ul style="list-style-type: none"> <li>➤ I can cite text evidence. (RL.1) (RI.1)</li> <li>➤ I can cite text evidence to support/justify an analysis of inferences I have drawn from the text. (RL.1) (RI.1)</li> <li>➤ I can cite text evidence to support/justify an analysis of what the text says explicitly- ("I can put my finger on my proof.") (RL.1) (RI.1)</li> </ul>
Reading	Determine theme or central idea and provide a summary of text void of personal opinions or judgements.	<ul style="list-style-type: none"> <li>➤ -I can determine the theme of text through details. (RL.2)</li> <li>➤ -I can convey the central idea through details. (RI.2)</li> <li>➤ -I can write an objective summary of a text that does not include personal opinions or judgements. (RL.2) (RI.2)</li> </ul>
Reading	Using detail, describe how important people, events, and ideas are introduced, illustrated or elaborated in a passage.	<ul style="list-style-type: none"> <li>➤ --I can analyze in detail how important people, events, and ideas are introduced, illustrated or elaborated in a passage. (RI.3)</li> </ul>
Reading	Describe how a plot of a story or drama unfolds in a series of events, in various media (broadcasting, publishing and the Internet) to develop a logical understanding of a topic or issue.	<ul style="list-style-type: none"> <li>➤ I can justify how a story's plot unfolds by creating a thorough plot diagram that includes specific details from the text. (RL.3)</li> <li>➤ I can compare and contrast the experience of reading a fictional piece to listening to or viewing an audio, video or live version of the text. (RL.7)</li> <li>➤ I can compare and contrast the experience of reading an informational piece to listening to or viewing an audio, video or live version of the text. (RI.7)</li> </ul>
Reading	Determines the figurative and connotative meanings of words and phrases as they are used in text.	<ul style="list-style-type: none"> <li>➤ I can use context clue strategies to determine the meanings of unknown words and phrases in a text. (RI.4)</li> <li>➤ I can use my knowledge of figurative language to determine the meanings of words and phrases in a text that are not literal. (RL.4)</li> <li>➤ I can understand the connotative meanings of words (how they sound and feel) and determine the impact they have on the text I am reading. (L.5)</li> <li>➤ I can analyze the author's word choice and see how it impacts the meaning in a text. (RL.4)</li> </ul>
Reading	Compare and contrast different forms; e.g. stories and poems, or genres; e.g. historical novels and fantasy stories.	<ul style="list-style-type: none"> <li>➤ I can compare and contrast text from different genres.(RL.9) (W.9.a)</li> <li>➤ I can compare and contrast text on the same topic from different authors. (RI.9)</li> </ul>

Domain	Promise Standard	Essential Learning Targets
Reading	Reads text with expression to support understanding.	<ul style="list-style-type: none"> <li>➤ By the end of the year, I can read and comprehend 6th grade literature, including stories, dramas and poems. (RL.10)</li> <li>➤ By the end of the year, I can read and comprehend 6th grade literary non-fiction. (RI.10)</li> </ul>
Speaking and Listening	Engage in 6th grade class collaborative discussions, using rules, roles, goals, and deadlines while posing and responding to specific questions relating to the topic.	<ul style="list-style-type: none"> <li>➤ I can engage in collaborative discussions using rules, roles, goals and deadlines.</li> <li>➤ I can ask and respond to questions with detail.</li> </ul>
Speaking and Listening	Distinguish claims that are supported by reason/evidence from claims that are not	<ul style="list-style-type: none"> <li>➤ I can distinguish claims that are supported by reason/evidence from claims that are not</li> </ul>
Speaking and Listening	Present findings, sequence ideas logically, provide descriptions, facts, and details using multimedia and visual displays to demonstrate the main idea or theme; using eye contact, adequate volume and clear pronunciation.	<ul style="list-style-type: none"> <li>➤ I can present claims/findings.</li> <li>➤ I can sequence my ideas using descriptions, facts, and details.</li> <li>➤ I can use multimedia and or visual displays to present the main idea or theme using eye contact, adequate volume and clear pronunciation.</li> </ul>
Writing	Write arguments to support ideas with clear reasons and relevant evidence, maintaining formal style.	<ul style="list-style-type: none"> <li>➤ I can write an argument to support claims with clear reasons and include relevant evidence while maintaining a formal style. (W.1)</li> </ul>
Writing	Write informative/explanatory pieces to communicate ideas through choosing, organizing and analyzing content while maintaining a formal style.	<ul style="list-style-type: none"> <li>➤ I can write a formal informative/explanatory piece to communicate ideas through choosing, organizing, and analyzing content while maintaining a formal style. (W.2)</li> </ul>
Writing	Write engaging narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<ul style="list-style-type: none"> <li>➤ I can write an engaging narrative to develop a real experience or event using effective technique, relevant descriptive details, and well-structured event sequences. (W.3)</li> <li>➤ I can write an engaging narrative to develop an imagined experience or event using effective technique, relevant descriptive details, and well-structured event sequences. (W.3)</li> </ul>
Writing	Strengthens writing as needed by planning, revising and editing spelling, punctuation, and capitalization; while eliminating wordiness and repetition to engage the reader.	<ul style="list-style-type: none"> <li>➤ I can strengthen my writing by pre-planning.</li> <li>➤ I can edit my writing pieces as needed by revising.</li> <li>➤ I can edit my spelling, punctuation and capitalization.</li> <li>➤ I can write in a style that engages the reader.</li> </ul>
Writing	Produces clear, coherent writing appropriate to purpose & audience	<ul style="list-style-type: none"> <li>➤ I can produce writing appropriate to purpose/task and audience. (W.4)</li> </ul>
Writing	Demonstrate command of keyboarding skills when using technology to produce a minimum of three pages, single-spaced in a single setting.	

Domain	Promise Standard	Essential Learning Targets
Writing- Research	Conduct research projects to answer a question using several credible sources refocusing on the question when appropriate.	➤ I can conduct research projects to answer a question using several credible sources refocusing on the question when needed.
Writing - Research	Gather information for multiple print and digital resources, assess the credibility of each source and quote or paraphrase the data/conclusions; while avoiding plagiarism and providing a basic bibliography of sources.	