6th Grade English Language Arts

Reading
-Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Power Standards	Learning Targets
Key Details (R.6.1-3) Students read closely to determine what is explicit and implicit, using textual evidence to determine, summarize, and analyze central ideas	• **R.6.1:** I can provide strong evidence to support my analysis of what a text says. • **R.6.2:** I can analyze a text's main idea or theme by showing how it unfolds (develops) throughout the text and summarize the main idea of the text as a whole • **R.6.3:** I can analyze the ways in which individuals, events, and ideas in the text interact with one another.
Craft and Structure (R.6.4-6) Students interpret and analyze word choice, structure, point of view, and purpose of text	• **R.6.4:** I can analyze specific words and phrases in the text to determine both what they mean and how they affect the text's tone and meaning as a whole. • **R.6.5:** I can examine the major sections of a text and analyze how each one contributes to the whole. • **R.6.6:** I can understand the author's point of view and analyze its effect on the text.
Integration of Knowledge and Ideas (R.6.7-9) Students integrate and evaluate arguments and claims from a variety of sources, determining validity and relevance	• **L.6.7:** I can understand a topic or issue using information from a variety of sources. • **R.6.8:** I can evaluate the strength of the author's claims and reasoning and identify any faults or weaknesses in them. • **R.6.9:** I can compare and contrast at least two different authors' treatments of the same subject.

6th Grade English Language Arts

Writing
-Students can produce effective and well-grounded writing for a range of purposes and audience
-Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information

Power Standards	Learning Targets
Text Types and Purposes (W.6.1-3) Students write clear, well-organized, and developed argumentative, informative/explanatory, and narrative texts	• **W.6.1:** I can write and develop arguments with clear reasons and strong evidence. • **W.6.2:** I can write clear, well-organized, and thoughtful informative and explanatory texts. • **W.6.3:** I can write clear, well-structured, detailed narrative texts.
Production and Distribution of Writing (W.6.4-6) Students use the steps of the writing process (planning, revising, editing, and rewriting), utilizing technology to produce and publish text	• **W.6.4:** I can produce writing that is appropriate to the task, purpose and audience. • **W.6.5:** I can revise and refine my writing to address what is most important to my purpose and audience with help from peers and adults. • **W.6.6:** I can use technology to share my writing and provide links to other relevant information.
Research to Build & Present Knowledge (W.6.7-9) Students gather information from a variety of sources, determining credibility and accuracy of each source, to demonstrate understanding of a subject	• **W.6.7:** I can conduct short research projects to answer a question using multiple sources. • **W.6.8:** I can gather and restate information while assessing the strength of the source. • **W.6.9:** I can paraphrase, summarize, quote, and cite sources to support my analysis, reflection, research.

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Power Standards	Learning Targets
Comprehension and Collaboration (SL.6.1-3) Students prepare for, participate, and collaborate in a range of conversations with diverse partners, integrating and evaluating information from a variety of sources	• **SL.6.1:** I can actively participate in a variety of discussions. • **SL.6.2:** I can analyze main ideas and details of various media and relate them to a topic under study. • **SL.6.3:** I can evaluate a speaker's argument and identify any false reasoning or evidence.
Presentation of Knowledge of Ideas (SL.6.4-6) Students present information and supporting evidence, at times using digital media and visual displays, adapting speech to a variety of contexts and tasks	• **SL.6.4:** I can organize and present information to my listeners in a logical sequence and engaging style that is appropriate to my task and audience. • **SL.6.5:** I can use digital media to enhance and add interest to presentations. • **SL.6.6:** I can use the appropriate style of speech for my presentation.

6th Grade English Language Arts

Language:
-Students can utilize language to communicate effectively for a range of purposes and audiences and to comprehend a range of increasingly complex literary and informational texts

Power Standards	Learning Targets
Conventions of Standard English (L.6.1-2) Students demonstrate a command of conventions when speaking (grammar and usage) or writing (capitalization, punctuation, and spelling)	• **L.6.1:** I can understand and use the conventions of English grammar and usage. • **L.6.2:** I can use the conventions of English capitalization, punctuation, and spelling.
Knowledge of Language (L.6.3) Students apply an understanding of how language works in different contexts	• **L.6.3:** I can apply knowledge of language in different contexts.
Vocabulary Acquisition and Use (L.6.4-6) Students can identify the meaning of words through context and supplemental reference material and can identify and use a variety of literary terms and subject specific language	• **L.6.4:** I can understand the meaning of grade-level appropriate words and phrases. • **L.6.5:** I can understand figurative language, word relationships, and slight differences in word meanings. • **L.6.6:** I can learn and use grade-appropriate vocabulary.