



INSTRUCTIONAL EXCELLENCE

Learning Targets Checklist

Grade 6: English/Language Arts

Unit 2: Investigations and Revelations

Contents

Using This Resource2

Standards and Learning Targets3

Reading Literature (RL).....3

Reading Informational Text (RI)8

Writing (W).....14


Speaking and Listening (SL)18

Language (L).....22

Using This Resource




The Learning Targets Checklist shows all the grade-level standards and specific learning targets outlined in the Unit Overview that should be taught during this particular unit. The checklist should be used to monitor the overall progress of the class, and as a reference when planning which standards need to be re-visited, re-taught or otherwise emphasized based on class mastery level.

This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>



CC BY-NC-SA: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-NC-SA includes the following elements:

- BY  – Credit must be given to the creator
- NC  – Only noncommercial uses of the work are permitted
- SA  – Adaptations must be shared under the same terms

Standards and Learning Targets

Reading Literature (RL)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ● Demonstrate comprehension of a text with after-reading strategies by: <ul style="list-style-type: none"> ▶ Explaining the main ideas. ▶ Identifying what is directly stated in the text. ▶ Drawing inferences. ▶ Drawing conclusions. ▶ Verifying or adjusting predictions. ▶ Making new predictions. ▶ Paraphrasing and summarizing. ▶ Making connections between the text and oneself. ● Determine and state evidence that confirms the important ideas and messages of a literary text. ● Identify evidence to suggest logically what might be true about characters, setting, plot, etc. ● Distinguish between connotations and denotations of words for understanding. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● Participate actively and appropriately in discussions about literary texts. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use appropriate general academic or domain-specific words when discussing or writing about literature. 			
RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> ● Use significant details of characterization and/or plot development, and repeated words, ideas and/or symbols, as clues to theme. ● Connect conclusions about characters, plot and/or symbols to determine theme. ● Present details to accentuate support of main ideas or themes. ● Distinguish between subjective and objective summaries. ● Paraphrase significant events or details from a text. ● Review key ideas expressed through paraphrasing. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● State or compose a summary that includes events from the beginning, middle and end of a text. ● Use a variety of transition words to convey sequence. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use appropriate general academic or domain-specific words when discussing or writing about literature. 			
RL.3	Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> ● Apply the basic elements of plot structure in a description of a story's plot. ● Apply the basic elements of plot structure and drama structure in a description of a drama's plot. ● Apply the elements of characterization in a description of character development. ● Use a variety of transition words to convey sequence. ● Use precise words and descriptive details to convey events. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● Give a conclusion that follows from events. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use appropriate general academic or domain-specific words correctly when writing about or discussing literature. 			
<p>RL.4</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> ● Use evidence from a literary text to support analysis of word choice. ● Examine the author’s word choice as an indicator of tone. ● Use the author’s word choice as an indicator of tone. ● Use context as a clue to the meaning of words and phrases. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS L.4.b) ● Verify an inferred meaning of a word or phrase in a dictionary. (CCSS L.4.d) 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● Demonstrate an understanding of figurative language and connotation. 			
RL.5	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p>	<ul style="list-style-type: none"> ● Demonstrate an understanding of the structure of novels, dramas, and poetry. ● Determine how the particular parts of a novel, drama or poem relate to each other to form a complete structure. ● Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting or theme of a literary text. ● Determine how a theme is relayed through particular details in a literary text. ● Describe how a literary text develops in a series of episodes. ● Use knowledge of narrative techniques as a means to comprehend events in literary texts. ● Use evidence from literary texts to support analysis of text structure. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RL.6	Assess how point of view or purpose shapes the content and style of a text. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> Apply knowledge of the different types of point of view to a text. Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. 			

Reading Informational Text (RI)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Select and apply appropriate before-reading strategies for interacting with a text, e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. Monitor comprehension with appropriate during-reading strategies, e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<p>predictions, visualizing, and connecting text ideas with prior knowledge or experience.</p> <ul style="list-style-type: none"> ● Demonstrate comprehension of a text with after-reading strategies by: <ul style="list-style-type: none"> ▶ Explaining the main ideas. ▶ Identifying what is directly stated in the text. ▶ Drawing inferences. ▶ Drawing conclusions. ▶ Verifying or adjusting predictions. ▶ Making new predictions. ▶ Paraphrasing and summarizing. ▶ Making connections between the text and oneself. ● Use relationships between words for understanding. ● Participate actively and appropriately in discussions about informational texts. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use appropriate general academic or domain-specific 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		words when discussing or writing about informational texts.			
RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> • Use significant pieces of information as clues to main ideas. • Synthesize main ideas to determine a central idea. • Distinguish between subjective and objective summaries. • Paraphrase significant information from an informational text. • Review key ideas expressed through paraphrasing. 			
RI.3	Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> • Identify important persons, events, or ideas in an informational text. • Determine the variety of ways that a person, event, or idea may be described or explained to a reader. • Examine the specific ways an important person, event or idea in the text is presented to a reader. • Apply knowledge of organizational patterns by 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		identification of strategies such as definition, classification, comparison/contrast, and cause/effect.			
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> Use evidence from an informational text to determine the meaning of a word or phrase. Use context as a clue to the meaning of a word or phrase. 			
RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem/solution, etc. Identify the author's purpose for a grade-appropriate informational text. Examine how parts of the text support the identified purpose of the text. Use evidence from informational texts to support analysis of text structure. Use grade-appropriate general academic and domain-specific 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		words when explaining the role of portions of the text.			
RI.6	Determine an author's point of view or purpose in a text, and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ● Determine the difference between author's point of view and author's purpose. ● Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas. ● Determine author's purpose through attention to formal text features and key ideas. 			
RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> ● Compare and contrast information received through different formats. ● Organize information from different formats to develop a logical understanding of a topic or issue. ● Support ideas with relevant evidence. ● Use information presented in diverse media and formats. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ● Demonstrate knowledge of the organizational pattern of an argument. ● Identify claims in the text. ● Identify supported claims versus unsupported claims in the text. ● Assess the value of the argument based upon supported claims. ● Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. ● Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not. 			
RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography about the same person).	<ul style="list-style-type: none"> ● Demonstrate knowledge of primary and secondary sources. ● Explain the likenesses and differences between the main ideas or information from one author versus another. ● Support ideas with relevant evidence. ● Present findings using pertinent evidence. 			

Writing (W)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.1	Write arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claims from alternative or opposing claims, and organize the reasons and evidence logically. <ul style="list-style-type: none"> ▶ Adapt the prewriting stage of the writing process to an argument, including developing one or more claims and effectively ordering reasons that support the claim(s). ▶ Gather information to support claims. ▶ Compose a draft of an introduction that presents claim(s) clearly. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <ul style="list-style-type: none"> ▶ Show knowledge of a topic or text by selecting appropriate evidence to support claim(s). (CCSS W.7) 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ▶ Locate and evaluate sources for reliability to select evidence. ▶ Compose a draft of the body with attention to organization, varying sentence patterns, and recognition of inappropriate shifts in pronoun number and person. ● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <ul style="list-style-type: none"> ▶ Combine ideas with the appropriate word or words that explain the connections between claims and reasons. ▶ Apply academic vocabulary to express relationships precisely. 			
W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> ● Combine ideas with the appropriate word or words that explain the connections between claims and reasons. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.3	Write 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"> Apply knowledge of plot development and its effect on shifts in characterization. 			
W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<ul style="list-style-type: none"> See W.1, W.2 and W.7 of CCSS for specific application. 			
W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)	<ul style="list-style-type: none"> See W.1, W.2 and W.7 of CCSS for specific application. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.6	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> • Use technology to enhance learning and collaboration. • Use technology to locate, evaluate and organize information. • Use keyboard and mouse effectively and efficiently. 			
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Define a problem, formulate questions, and refine a problem and/or question. • Find data and information within a variety of digital and print sources. 			
W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> • Locate and evaluate resources. • Develop search term vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Use appropriate bibliographic information for sources. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Write in response to grade-level print, nonprint and digital literary or informational text(s). 			
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. Set and adjust personal goals, and conference regularly with adults and peers to identify and address writing deficiencies. 			

Speaking and Listening (SL)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on Grade 6 topics, texts and issues, building on others'	<ul style="list-style-type: none"> Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
	ideas and expressing their own clearly.	<ul style="list-style-type: none"> ● Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. ● Identify the main ideas under discussion, and apply higher-order questions that yield a deeper analysis of those ideas. ● Conduct focused research as necessary to prepare for discussions. ● Access prior knowledge to extend the topic under discussion. 			
SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how it contributes to a topic, text, or issue under study.	<ul style="list-style-type: none"> ● Apply an understanding of the features and formats of diverse media. ● Determine both the explicit and the implicit ideas found in nonprint texts, including digital texts. ● Summarize, compare, draw conclusions about and synthesize significant ideas found in print and nonprint texts, including digital media. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ● Apply critical listening strategies to determine the speaker's argument and claims. ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Determine an author's point of view or purpose in a text, and explain how it is conveyed in the text. ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Align specific claims to their supporting reasons to identify gaps in support. 			
SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate	<ul style="list-style-type: none"> ● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
	volume, and clear pronunciation.	<ul style="list-style-type: none"> • Include support (e.g., descriptions, facts, details) that most effectively emphasizes main ideas or themes of the presentation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 			
SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> • Select or create multimedia and visual displays that enhance presentations and/or clarify ideas. • Follow fair use policies when incorporating multimedia components from other sources. 			
SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. 			

Language (L)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● Apply an understanding of the relationship between the use and form of personal pronouns: <ul style="list-style-type: none"> ▶ Subjective pronouns as subjects and predicate nominatives. ▶ Objective pronouns as objects of prepositions and direct and indirect objects. ▶ Possessive pronouns as adjectives. ● Analyze professional, peer and student's own writing for correct use of pronoun case. ● Demonstrate command of formal English when indicated or appropriate. ● Spell correctly. ● Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. ● Analyze the effect of intensive pronouns on meaning or tone in professional, peer and student's own writing. Demonstrate command of standard English by 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<p>using intensive pronouns correctly, e.g., himself vs. hisself, themselves vs. theirselves.</p> <ul style="list-style-type: none"> ● Use precise language to inform or explain. ● Develop and strengthen writing by editing for clarity. ● Analyze the effect of pronouns and their antecedents on meaning in professional, peer and student's own writing. ● Apply skills from L.1 to analyze the effect on meaning in professional writing, the writing of peers and student's own writing. 			
L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	<ul style="list-style-type: none"> ● Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. ● Analyze professional, peer and student's own writing to determine the effect of punctuation upon meaning. ● Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● Spell correctly grade-appropriate general academic and domain-specific words. ● Use print and digital resources and internalized knowledge to support correct spelling. 			
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> ● Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning. ● Apply understanding of various sentence patterns: <ul style="list-style-type: none"> ▶ Reordering words. ▶ Adjusting length of sentences. ▶ Adding words, phrases/clauses. ● Analyze professional, peer and student’s own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style. ● Strengthen writing by revising sentence patterns for interest and style. ● Apply an understanding of audience, purpose, and format to determine style and tone. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> ● Establish and maintain a formal style. ● Adapt speech to a variety of contexts and tasks. ● Use precise word choice to establish and maintain tone. 			
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> ● Apply an understanding of the various types of context clues to determine word or phrase meaning. ● Apply an understanding of inference and drawing conclusions to determine word or phrase meaning. ● Apply an understanding of basic word parts as clues to word meaning. ● Apply an understanding of root word families to determine the meaning of a word. ● Strengthen writing by using reference materials, both print and digital, to refine word choices. ● Apply an understanding of the skills in L.4.a, L.4.b and L.4.c to verify word meaning. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<ul style="list-style-type: none"> ● Apply knowledge of figurative language, including personification, to a critical reading of a text. ● Use sensory language to convey experiences and events. ● Determine the meaning of words and phrases as they are used in a text that contains figurative language. ● Analyze professional, peer and student's own writing to determine how figurative language contributes to meaning. ● Apply an understanding of connections between words, including cause/effect, part/whole and item/category, to a critical reading of a text. ● Analyze professional, peer and student's own writing to determine how word relationships contribute to meaning. ● Apply an understanding of connotation to judge word choice. ● Use precise words to convey experiences and events. 			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		<ul style="list-style-type: none"> Analyze professional, peer and student's own writing to determine how word choice contributes to meaning. 			
L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Apply skills identified in CCSS L.4 and L.5 to increase vocabulary and differentiate between word choices in order to improve writing and speaking. 			