![C:\Users\ayoung\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZK8PZIXF\MC900439613[1].png]()Unit 1: Relationships

Learning Targets

**Literature**

I can. . . . . .

* define and cite textual evidence as well as make inferences to draw conclusions. (RL.6.1)
* define theme and analyze the plot to determine a theme (RL.6.2)
* define objective summary and compose a summary without adding opinions. (RL.6.2)
* define and identify elements of plot structure. (RL.6.3)
* explain how plot is developed by key events and episodes. (RL.6.3)
* determine quality of characters based on direct and/or indirect characterization. (RL.6.3)
* distinguish between static and dynamic characters and explain how dynamic characters change throughout the story. (RL.6.3)
* identify various forms of figurative language and distinguish it from literal. (RL.6.4)
* recognize the difference between denotative and connotative meanings and analyze why authors choose words and phrases to create an overall mood. (RL.6.4)
* classify point of view as first, second, or third (including omniscient and limited) and analyze how the author develops this point of view. (RL.6.6)

**Informational Text**

I can . . . . .

* explain how a reader uses textual evidence to reach a logical conclusion. (RI.6.1)
* read closely and find answers explicitly in text and answers that require an inference. (RI.6.1)
* analyze a text and determine how details covey the central idea and compose a summary stating the key points without adding my own opinions. (RI.6.2)

**Writing**

I can. . . . . .

* define narrative and describe the basic parts of plot. (W.6.3)
* engage the reader by introducing the narrator, characters, and setting (W.6.3)
* use narrative techniques to develop a story line where one event logically leads to another. (W.6.3)
* use descriptive words, phrases, and transitions. (W.6.3)
* write a conclusion that provides a sense of closure. (W.6.3)
* identify the writing style and compose a logical piece of writing. (W.6.4)
* use graphic organizers to develop my writing ideas. (W.6.4)
* develop and strengthen writing by using the writing process (planning, revising, editing, rewriting) or trying a new approach. (W.6.5)
* identify technology that will help me publish my writing and choose credible websites. (W.6.6)
* collaborate with peers, teachers, and other experts through technology. (W.6.6)
* demonstrate proper keyboarding skills to prepare my writing for publication. (W.6.6)
* ![C:\Users\ayoung\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CQ3I6VRV\MC900434737[1].png]()strengthen writing craft through use of the 6-Trait model. ( )

**Speaking/Listening**

I can. . . . . .

* Review the required materials and determine key points and/or central ideas. (SL.6.1)
* Create questions and locate key textual evidence to contribute to a discussion. (SL.6.1)
* Come prepared with key points and textual evidence to contribute to a discussion. (SL.6.1)
* Participate in a discussion by posing and responding to questions, and elaborating on my own ideas as well as ideas of others. (SL.6.1)
* Review ideas presented and paraphrase others’ ideas to show my understanding of multiple perspectives. (SL.6.1)

**Language**

I can. . . .

* define pronoun and identify its antecedent making sure they match correctly. (L.6.1)
* identify intensive pronouns and use them correctly. (L.6.1)
* identify and correct vague antecedents and correct misuses of pronouns. (L.6.1)
* use standard English conventions including capitalization, punctuation, and spelling correctly. (L.6.1)
* define and recognize nonrestrictive and restrictive elements. (L.6.1)
* enclose nonrestrictive and parenthetical elements with commas. (L.6.1)
* determine when to capitalize words, define restrictive and nonrestrictive elements. (L.6.2)
* define and enclose nonrestrictive and parenthetical elements with commas to separate them from the rest of the sentence. (L.6.2)
* identify misspelled words and use resources to assist me in spelling correctly. (W.6.2)
* determine the meaning of unknown words using a range of strategies including context clues, common Greek and Latin affixes and roots. (L.6.4)
* break down unknown words into units of meaning and verify meaning using references. (L.6.4)
* define and identify various forms of figurative language. (L.6.5)
* distinguish between literal and figurative language. (L.6.5)
* recognize word relationships and use them to further understand multiple words. (L.6.5)
* recognize the difference between denotative and connotative meanings and analyze how certain words can have similar denotations but different connotations. (L.6.5)
* acquire and recognize the difference between general academic (Tier 2) and domain-specific (Tier 3) words and phrases. (L.6.6)