

**Rangely RE-4 Curriculum Development**  
**6<sup>th</sup> Grade Reading, Writing, and Communicating**

Unit Title	You Be the Judge		Length of Unit	6-8 weeks
Focusing Lens(es)	Judgment	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.3-GLE.1 RWC10-GR.6-S.3-GLE.2 RWC10-GR.6-S.3-GLE.3	RWC10-GR.6-S.4-GLE 1 RWC10-GR.6-S.4-GLE 2 RWC10-GR.6-S.4-GLE 3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> <li>• What does it mean for something to be relevant? (RWC10-GR.6-S.3-GLE.2-IQ.1)</li> <li>• How do people arrive at decisions/make judgments (RWC10-GR.6-S.3-GLE.2-IQ.3-6)</li> </ul>			
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Identity, choice, perspective, differences, similarities, evidence, judgment, evaluation, argument, discrimination, classification, interpretation , decisions	Background Knowledge, purpose, inference, critical analysis, compare/contrast, comprehension, distinguish, justify, elaboration, imagery, central idea, summary, claims, opinion, interpret, question	Text structure, text feature, point of view, style, persuasion, inform, explain, describe, conventions	

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Relevant evidence underpins effective claims and informed judgments. (RWC10-GR.6-S.3-GLE.2-EO.a)	What is relevant information?	How do we determine if information is relevant? Why is relevance so important when someone is writing? (RWC10-GR.6-S.3-GLE.2-IQ. 1)
Inferences require the effective use of textual evidence and contribute to reader’s understanding(s) of a text. (RWC10-GR.6-S.2-GLE.2-EO.a.i)	What is an inference? What is evidence?	How does using textual evidence help determine the central idea of the text?
Interpretation that continually checks for bias requires thorough analysis and synthesis of resources (RWC10-GR.6-S.1-GLE.1-EO.e)	What are media sources?	How do diverse formats (visually, quantitatively, orally) contribute to the understanding of a topic? (RWC10-GR.6-S.1-GLE.1-EO.f)
Specific organizational writing strategies convey relevant information or opinions. (RWC10-GR.6-S.3-GLE.2-EO.b)	What are the components of an informational/ explanatory text?	How does organization in text create understanding? (RWC10-GR.6-S.3-GLE.2-EO.b,d) How do writer monitor their work to include information that is relevant to the topic? (RWC10-GR.6-S.3-GLE.2-IQ.2)

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Collaborative methods to expand thinking and understanding. (RWC10-GR.6-S.1-GLE.1-N1)  N Collaboration expands thinking and understanding by integration of others' ideas and perspectives.</li> <li>• Logical sequencing of ideas and details. (RWC10-GR.6-S.1-GLE.1-EO.a)</li> <li>• The importance of claims and findings in informational text. (RWC10-GR.6-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> <li>○ 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 volume, and clear pronunciation. (CCSS: SL.6.4)</li> </ul> </li> <li>• Persuasive techniques to influence decisions and perspectives (R.WC10-GR.6-.2-GLE.2-RA.3)  R Readers need to be aware of persuasive techniques that can influence their decisions (magazine ads about cosmetics, smoking, and alcohol).</li> <li>• The differences between online and printed text organization. (RWC10-GR.6-S.2-GLE.2-RA.4)  R Organizational structures of online text are non-linear and very different from print text, requiring understanding and skill to achieve comprehension.</li> <li>• The ways in which authors use text features to affect understanding. (RWC10-GR.6-S.2-GLE.2-IQ. 1,2) <ul style="list-style-type: none"> <li>? How do text structures affect our understanding of various texts?</li> <li>? How do authors use text features to highlight information?</li> </ul> </li> <li>• Text features and media as sources of information. (RWC10-GR.6-S.2-GLE.2-N.1) and (RWC10-GR.6-S.1-GLE.1-EO.b) <ul style="list-style-type: none"> <li>○ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)</li> </ul> </li> <li>• A variety of diverse media formats (RWC10-GR.6-S.1-GLE.1-EO.c.e) <ul style="list-style-type: none"> <li>○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)</li> <li>○ 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. (CCSS: SL.6.2)</li> </ul> </li> <li>• Internet data bases that help users identify credible sources. (RWC10-GR.6-S.1-GLE.1-RA.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence ideas logically, using pertinent descriptions, facts and details. (RWC10-GR.6-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> <li>○ 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 volume, and clear pronunciation. (CCSS: SL.6.4)</li> </ul> </li> <li>• Present claims and findings. (RWC10-GR.6-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> <li>○ 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 volume, and clear pronunciation. (CCSS: SL.6.4)</li> </ul> </li> <li>• Distinguish claims that are supported or not with evidence. (RWC10-GR.6-S.1-GLE.1-EO.f) <ul style="list-style-type: none"> <li>○ Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)</li> </ul> </li> <li>• Interpret and integrate information presented in diverse media formats. (RWC10-GR.6-S.1-GLE.1-EO.c.e) <ul style="list-style-type: none"> <li>○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)</li> </ul> </li> <li>• Use key ideas and details to cite textual evidence to support analysis of what the text says. (RWC10-GR.6-S.2-GLE.2-EO.a) <ul style="list-style-type: none"> <li>○ Use Key Ideas and Details to: <ul style="list-style-type: none"> <li>▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) <ul style="list-style-type: none"> <li>✓ Provides textual evidence to support analysis of what <b>the test says explicitly</b> and/or <b>inferences drawn from the text.</b> (1)<sup>2</sup> <b>PARCC</b></li> <li>✓ Provides textual evidence to support an analysis of <b>science and/or technical texts or historical primary and/or secondary sources.</b>(3) <b>PARCC</b></li> </ul> </li> <li>▪ 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. (CCSS: RI.6.2) <ul style="list-style-type: none"> <li>✓ Provides a statement of the central idea(s) of a text. (1)</li> </ul> </li> </ul> </li> </ul> </li> </ul>

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<p>Ⓔ The Internet offers search engines and library databases that help users identify credible sources.</p> <ul style="list-style-type: none"> <li>• Methods to explore and comprehend the central idea of the text (RWC10-GR.6-S.2-GLE.1-EO.a) <ul style="list-style-type: none"> <li>○ Use Key Ideas and Details to: <ul style="list-style-type: none"> <li>▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) <ul style="list-style-type: none"> <li>✓ Provides textual evidence to support analysis <b>of what the text says explicitly and/or inferences drawn from the text.</b> (1) <b>PARCC</b></li> </ul> </li> <li>▪ 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. (CCSS: RL.6.2) <ul style="list-style-type: none"> <li>✓ Provides a statement of a theme or central idea of a text. (1)</li> <li>✓ Provides a description of how the theme or central idea is conveyed through particular details. (2)</li> <li>✓ Provides a summary of the text distinct from personal opinions or judgments. (3) <b>PARCC</b></li> </ul> </li> <li>▪ Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3) <ul style="list-style-type: none"> <li>✓ Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1)</li> <li>✓ Provides a description of how the characters respond or change as the plot moves toward resolution. (2) <b>PARCC</b></li> </ul> </li> </ul> </li> </ul> </li> <li>• Nonfiction writing across content areas (RWC10-GR.6-S.2-GLE.2-N.2.3) <ul style="list-style-type: none"> <li>Ⓔ Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10) <ul style="list-style-type: none"> <li>✓ Provides distinction among facts, reasoned judgment based on research findings, and/or speculation in a text. <b>PARCC</b></li> </ul> </li> <li>Ⓔ Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10) <ul style="list-style-type: none"> <li>✓ Provides distinctions made among fact, opinion, and/or reasoned judgment in a text. <b>PARCC</b></li> </ul> </li> </ul> </li> <li>• The relationship between craft and structure and the meanings of words and phrases used in a text (RWC10-GR.6-S.2-GLE.2-EO.b.i) and (RWC10-GR.6-S.2-GLE.2-EO.d) <ul style="list-style-type: none"> <li>○ Determine the meaning of words and phrases as they are used in a text,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides a statement of how the central idea is conveyed through particular details. (2)</li> <li>✓ Provides an objective summary of the text distinct from personal opinion or judgments. (3)</li> <li>✓ Determines the central ideas or conclusions of text. (4) (RST)</li> <li>✓ Determines the central ideas of a primary or secondary source (5) (RH) <b>PARCC</b></li> <li>▪ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3) (1)<sup>3</sup> <b>PARCC</b> <ul style="list-style-type: none"> <li>✓ Demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4) (RST)</li> <li>✓ Provides an identification of key steps in a text's description of a process related to history/social studies. (5) (RH) <b>PARCC</b></li> </ul> </li> <li>• Determine central idea of a text (RWC10-GR.6-S.2-GLE.1-EO.a) <ul style="list-style-type: none"> <li>○ Use Key Ideas and Details to: <ul style="list-style-type: none"> <li>▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) <ul style="list-style-type: none"> <li>✓ Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1) <b>PARCC</b></li> </ul> </li> <li>▪ 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. (CCSS: RL.6.2) <ul style="list-style-type: none"> <li>✓ Provides a statement of a theme or central idea of a text (1)</li> <li>✓ Provides a description of how the theme or central idea is conveyed through particular details. (2)</li> <li>✓ Provides a summary of the text distinct from personal opinions or judgments. (3) <b>PARCC</b></li> </ul> </li> <li>▪ Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3) <ul style="list-style-type: none"> <li>✓ Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1)</li> <li>✓ Provides a description of how the characters respond or change as the plot moves toward resolution. (2) <b>PARCC</b></li> </ul> </li> </ul> </li> </ul> </li> <li>• Determine an author's point of view or purpose in a text (RWC10-GR.6-S.2-GLE.2-</li> </ul>
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<p>including figurative, connotative, and technical meanings. (CCSS: RI.6.4)</p> <ul style="list-style-type: none"> <li>○ Use Range of Reading and Complexity of Text to: <ul style="list-style-type: none"> <li>▪ By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)</li> </ul> </li> <li>● Proper convention use for clarity, sentence fluency and purpose (RWC10-GR.6-S.3-GLE.3-IQ.1,2,3.N.1) <ul style="list-style-type: none"> <li>? If piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece?</li> <li>? How can writers create strong sentence fluency in their work?</li> <li>? What author uses language and organization that makes his/her work enjoyable to read?</li> <li>N Writers pay attention to the way sentences start, which creates more sentence fluency in their writing.</li> </ul> </li> <li>● Editing and vocabulary in the writing process (RWC10-GR.6-S.3-GLE.3-RA.2) and (RWC10-GR.6-S.3-GLE.2-EO.e,f, h) <ul style="list-style-type: none"> <li>○ Write to pursue a personal interest, to explain, or to persuade.</li> <li>○ Write to analyze informational texts (explains the steps in a scientific investigation).</li> <li>○ Select vocabulary and information to enhance the central idea.</li> </ul> </li> <li>● A variety of print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b) <ul style="list-style-type: none"> <li>○ 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. (CCSS: W.6.8) <ul style="list-style-type: none"> <li>▪ Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions.</li> <li>▪ Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.</li> </ul> </li> </ul> </li> <li>● Text features (RWC10-GR.6-S.2-GLE.2-EO.f) <ul style="list-style-type: none"> <li>○ Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks.</li> </ul> </li> <li>● The attributes of multi-paragraph compositions (clear topic, logical organization, effective use of detail – etc). (RWC10-GR.6-S.3-GLE.2-EO.e) <ul style="list-style-type: none"> <li>○ Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</li> </ul> </li> </ul>	<p>EO.b.iii,IQ.4)</p> <ul style="list-style-type: none"> <li>○ Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6) <ul style="list-style-type: none"> <li>✓ Provides a statement of an author's point of view in a text. (1)</li> <li>✓ Provides a statement of the author's purpose in a text. (2)</li> <li>✓ Provides an explanation of how the author's point of view or purpose is conveyed in the text. (3)</li> <li>✓ Provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (4) (RST)</li> <li>✓ Provides an identification of aspects of a text that reveal the author's point of view (e.g. loaded language). (5) (RH)</li> <li>✓ Provides an identification of aspects of a text that reveal the author's purpose (e.g. loaded language, inclusion or avoidance of particular facts). (6) (RH) <b>PARCC</b></li> </ul> </li> <li>? How can an author's perspective inform readers or persuade the readers to change their thinking?</li> <li>● Read and comprehend literary non-fiction (RWC10-GR.6-S.2-GLE.2-EO.d) <ul style="list-style-type: none"> <li>○ Use Range of Reading and Complexity of Text to: <ul style="list-style-type: none"> <li>▪ By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)</li> </ul> </li> </ul> </li> <li>● Generate questions, make/confirm predictions, make inferences, cause/effect and draw conclusions based on text structures. (RWC10-GR.6-S.2-GLE.2-EO.e, RA 1,2) <ul style="list-style-type: none"> <li>R All events have a cause and effect (when a sports team loses playoff games, when an adult can't read, when students don't study for a test).</li> <li>R Drawing conclusions supports thinking when making decisions (completing a science experiment, deciding what kind of car to buy, choosing a college to attend).</li> </ul> </li> <li>● Use information from texts and text features to answer questions. (RWC10-GR.6-S.2-GLE.2-EO.f) <ul style="list-style-type: none"> <li>○ Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks.</li> </ul> </li> <li>● Use context as a clue to the meaning of a word or phrase (RWC10-GR.6-S.2-GLE.3-EO.a) <ul style="list-style-type: none"> <li>○ 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. (CCSS: L.6.4) <ul style="list-style-type: none"> <li>▪ Use context (e.g., the overall meaning of a sentence or paragraph; a</li> </ul> </li> </ul> </li> </ul>
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word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)

- Make connections back to previous sentences and ideas to resolve problems in comprehension.
- 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.6.4b)
- Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
- ✓ Demonstrate the ability to determine the meaning of words and phrases as they are used in text (e.g. figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)

PARCC

- Use academic and domain specific vocabulary. (RWC10-GR.6-S.2-GLE.3-EO.c)
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
  - ✓ Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) PARCC
- Employ a range of planning strategies (RWC10-GR.6-S.3-GLE.1-EO.b)
  - Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers).
- Write informative/explanatory text to explain and convey ideas (RWC10-GR.6-S.3-GLE.2-EO.b)
  - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) PARCC
    - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) PARCC

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- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) **PARCC**
- Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) **PARCC**
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) **PARCC**
- Establish and maintain a formal style. (CCSS: W.6.2e) **PARCC**
- Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f) **PARCC**
- Write arguments to support claims using clear reasons and relevance. (RWC10-GR.6-S.3-GLE.2-EO.a)
  - Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) **PARCC**
    - Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a) **PARCC**
    - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) **PARCC**
    - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) **PARCC**
    - Establish and maintain a formal style. (CCSS: W.6.1d) **PARCC**
    - Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e) **PARCC**

▪ **PARCC Evidences Written Expression:**

**Development of Ideas**

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

**Organization**

The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

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**Clarity of Language**

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.

**Knowledge of Language and Conventions**

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

- Organize information into a coherent essay or report. (RWC10-GR.6-S.3-GLE.2-EO.d)
  - Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs.
- Improve clarity of paragraphs and transitions (RWC10-GR.6-S.3-GLE.2-EO.g)
  - Analyze and improve clarity of paragraphs and transitions.
- Critique persuasive elements of a peer's writing. (RWC10-GR.6-S.3-GLE.2-EO.i)
  - Identify persuasive elements in a peer's writing and critique the effectiveness.
- Demonstrate the use of appropriate conventions (RWC10-GR.6-S.3-GLE.3-EO.a)
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
    - Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)
    - Use intensive pronouns (e.g., myself, ourselves). (CCSS: L.6.1b)
    - Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)
    - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
    - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
    - Identify fragments and run-ons and revise sentences to eliminate them.
    - Use coordinating conjunctions in compound sentences.
    - Maintain consistent verb tense within a paragraph.
    - Choose adverbs to describe verbs, adjectives, and other adverbs.
- Use technology to produce and publish writing as well as to interact with others. (RWC10-GR.6-S.3-GLE.3-EO.f)

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- 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. (CCSS: W.6.6)
- Gather relevant information from multiple print and digital sources. (RWC10-GR.6-S.4-GLE.1-EO.b)
  - 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. (CCSS: W.6.8)
    - Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions.
    - Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.
- Use information from text and text features to answer questions (RWC10-GR.6-S.2-GLE.2-EO.f)
  - Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks.
- Determine strengths and weaknesses of their thinking & thinking of others using relevant criteria. (RWC10-GR.6-S.4-GLE.3-EO.a)
  - Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
- By the end of the year, read and comprehend all types of texts at the 6<sup>th</sup> grade level .(RWC10-GR.6-S.2-GLE.1-EO.d)
  - Use Range of Reading and Complexity of Text to:  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

**Rangely RE-4 Curriculum Development**  
**6<sup>th</sup> Grade Reading, Writing, and Communicating**

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**A student in \_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

*Relevant details provide organization and structure that allows the reader to make claims and judgments about the text.*

**Academic Vocabulary:**

Digital source, credibility, relevant, cite textual evidence, text features, multimedia, analysis, persuasion, pertinent

**Technical Vocabulary:**

Point of view, claim, judgment, context clues, credible sources, main idea