Grade: 6th Grade Language Arts   **Unit: Reading Informational Texts**

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	SWBAT: - Determine main idea(s)/author's claim and identify supporting evidence from text - Building world knowledge - Determine strength and/or validity of evidence - Analyze how a text makes connections among and between individuals, ideas, or events - Analyze how point of view impacts meaning and direction of text - Examine the structure of text - Examine why authors use the words they choose in a text and how it impacts you as a reader - Compare/contrast multiple texts on a single topic - Apply content-related vocabulary - Distinguish between shades of meaning for similar terms - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	Various articles for reading minute Scope Magazine Articles Various articles from article of the week Reading Selections for PSSA Crosswalk Books **Titles include, but are not restricted to:** **Non-Fiction text sets:** *Wilma Rudolph* *Sky Pioneer* *The Wright Brothers* *Stone Age Farmers* *Tut's Gift* *The Kid's Business Book* *The Big Rivers* *Extra! Extra!* *Rosetta Stone* *World Fingertips* *Guion Bluford* *Frontier Home* **Select Anthology Readings:** "Pompeii" "The Cut Off: The Story of the Donner Party" "Shelter Shock" Various articles that correlate with core novels Author Study Research: Videos Interviews On-line articles Web Resources	Literature Circles Reading minute responses and presentations Author Study facts, quotes and paraphrases Works Cited Page Symbolic Souvenir Accelerated Reader Reading Application Questions Compare and Contrast information presented

		Various student selected titles which encompass the 25 independent reading books for the year	

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence. CC.1.2.6.I Examine how two authors present similar information in different types of text. CC.1.2.6.J 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. CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.6.L			

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.			

Grade: 6th Grade Language Arts   **Unit: Literature**

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.3.6.A 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. CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.C Describe how a particular story 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. CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including	SWBAT: - Determine main idea(s)/theme(s) and identify supporting evidence from text - Building world knowledge - Determine strength and/or validity of evidence - Analyze the impact of authorial choices (including dialogue, etc.) on the story - Analyze how a text makes connections among and between individuals, ideas, or events - Analyze how point of view impacts meaning and direction of text - Examine the structure of text - Examine why authors use the words they choose in a text and how it impacts you as a reader - Use context of text to determine meaning of unfamiliar terms - Distinguish between shades of meaning for similar terms	**Titles include, but are not restricted to:** **Novel Titles include:** *Hatchet* *Among the Hidden* *The True Confessions Charlotte Doyle* *The Westing Game* *Number the Stars* **Honors Titles include:** *Treasure Island* *Ender's Game* *Petey* *Freak the Mighty* *The Golden Compass* *Castaways of the Flying Dutchman* *Waiting for the Rain* **Short Stories from Anthology:** "The Goodness of Matt Kaizer" "Eleven" "Ta-Na-E-Ka" "How to Eat Like a Child" "The All-American Slurp" "Cat on the Go" "All Summer in a Day" **Text Set Titles:** *The Cay* *Slake's Limbo* *Flushed* *Schooled* *Everything on a Waffle* *Elephant Run* *Faith and the Electric Dog* *Sparrow Hawk Red*	Literature Circles Multiple objective assessments Extended response assessments Reading comprehension question packets Thank you card Story Element Analysis (various forms) Pop-up Book Hatchet Journal Survival Kit DIRT Responses Journal Writing Mind Mapping Accelerated Reader Tests

interpretation of figurative language in context.		*Belle Prater's Boy* *Thunder Cave* *Phoenix Rising* Various Scope Magazine Plays and Readers Theater Various student selected titles which encompass the 25 independent reading books for the year Audio books for various titles **Viewing of movies either in entirety or partially:** *Get a Clue* *Miracle at Midnight* *The Color of Friendship* *Freak the Mighty* *Paperclips* *The Golden Compass* *Castaway* *The Ender's Game*	

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	- Read and comprehend literary fiction on grade level, reading independently and proficiently		

CC.1.3.6.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J
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.
CC.1.3.6.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade: 6th Grade Language Arts _____   **Unit: Informational Writing** _____

Timeframe: 4 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.B Identify and introduce the topic for the intended audience. CC.1.4.6.C	SWBAT: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, to support writer's purpose.	Reading minute articles Various compare and contrast articles Movie snippets Videos to supplement writing pieces Teacher made rubrics Exemplars	Reading Minute Summaries School of the future essay (drafts, conferences, peer editing) Author study (quotes and paraphrases) Biographies Autobiographical Activity

Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding section that follows from and supports the information or explanation presented. Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Examples of informational writing pieces P*SSA Crosswalk book* PSSA released item samplers Author Study research	Honors: Disability Report Author Study Outline

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. Establish and maintain a formal style.	Develop the analysis using the relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	explain the topic and/or convey the experience and events. - Write multiple drafts, provide/receive feedback and apply as appropriate - Gather and evaluate strength/validity details through research in support of topic		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.W 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. CC.1.4.6.X			

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.

In development:
CC.1.4.6.U
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 setting.

Grade: 6ᵗʰ Grade Language Arts   **Unit: Argumentative Writing**

Timeframe: 4 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.G Write arguments to support claims. CC.1.4.6.H Introduce and state an opinion on a topic. CC.1.4.6.I	SWBAT: - Write text meeting the exemplary standard following the PA Writing Rubric	Argumentative Reading Minute Articles *PSSA Crosswalk Book* Argumentative article resources – various magazines and internet sources	Argumentative Graphic Organizer Argumentative Essay (drafts, conferences, peer editing)

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.	- Write multiple drafts, provide/receive feedback and apply as appropriate - Gather and evaluate strength/validity of details through research in support of topic - Understand and represent the opposing viewpoint within your argument - Take a position - Use reading exemplars to impact writing - Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard	Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence - Establish and maintain a formal style - Provide a concluding section that reinforces the claims and reasons presented		

English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	- Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose - Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts - Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.W 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. CC.1.4.6.X			

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. In development: CC.1.4.6.U 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 setting.		

Grade: 6th Grade Language Arts **Unit: Narrative Writing**

Timeframe: 3 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.M Write narratives to develop real or imagined experiences or events. CC.1.4.6.N	SWBAT: - Write text meeting the exemplary standard following the PA Writing Rubric	Literature Anthology Novels Teacher made rubrics and grade sheets Graphic Organizers	Matt Kaizer Thank You Card Character report card *All American Slurp* *How to Eat Like a Child* Case of Mistaken Identity

Engage and orient the reader by establishing a context and introducing a narrator and/or characters. CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	- Write multiple drafts, provide/receive feedback and apply as appropriate - Tell a story that illustrates a point using purposeful techniques (character development, flashbacks, etc.) - Use reading exemplars to impact writing - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters - Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and show the relationships among experiences and events	Exemplars	Honors: *Petey* apology letter *Ender's Game* column *Treasure Island* pirate profile *Freak the Mighty* dictionary Novel Newsletter Daemon Explanation Conversation with another author Pantoum Poem

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language • Develop and maintain a consistent voice.	- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events - Provide a conclusion that follows from and reflects on the narrated experiences or events		

CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.6.X 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. In development: CC.1.4.6.U 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 setting.			

Grade: 6th Grade Language Arts   **Unit: Speaking and Listening**

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on	SWBAT:	Reading Minute Articles Reading Minute rubrics	Reading Minute Presentations Literature Circles Author Share

others' ideas and expressing their own clearly. CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence. CC.1.5.6.C 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. CC.1.5.6.D 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. CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	- Effectiveness present a position to the class integrating technology and/or multimedia displays purposefully - Fully participate in large and small group discussions - Evaluate the content of a speaker's argument - Evaluate the effectiveness of different media formats	Literature Circle Novels (See reading literature) Class novels Introductory Activity Graphic Organizers Various Video Clips	Novel Discussions Survival Kit Introductory Activity Sharing Honors: Disability Project Presentation Conversation with another author

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information. CC.1.5.6.G Demonstrate command of the conventions of standard English when			

speaking based on Grade 6 level and
content.

Grade: 6th Grade Language Arts   **Unit: Vocabulary**

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.2.6.F Determine the meaning of words and phrase as they are used in grade-level reading and content, including	SWBAT:	Teacher Selected Vocabulary Lists Class Novel vocabulary terms PSSA Crosswalk Book	Vocabulary Assessments Novel Assessments Vocabulary Exercises

interpretation of figurative language in context. CC.1.2.6.J 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. CC.1.2.6.K CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	- Examine why authors use the words they choose in a text and how it impacts you as a reader - Draw connections between new and known vocabulary - Distinguish between shades of meaning for similar terms - Use context of text to determine meaning of unfamiliar terms - Apply learned vocabulary in speech and writing	Literature Anthology Literature Circle Novels Various Articles	Games and Activities

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.E CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic.			

- Use sentences of varying lengths and complexities. - Develop and maintain a consistent voice. Establish and maintain a formal style. CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. - Vary sentence patterns for meaning, reader/listener interest, and style. - Use precise language. - Develop and maintain a consistent voice.	

Grade: 6th Grade Language Arts   **Unit: Grammar**

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
CC.1.4.6.E CC.1.4.6.K CC.1.4.6.Q	- Differentiate between formal and informal writing	Various Grammar Videos *PSSA Crosswalk Book*	Student writing Teacher created tests and quizzes

Write with an awareness of the stylistic aspects of composition.	- Demonstrate understanding of standard grammar principles	Teacher made/collected handouts	Grammar Games/Activities
• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	- Purposeful manipulation of standard grammar principles based on authorial choice and audience awareness - Purposeful use of word choice, sentence variety, etc. to meet audience needs - Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences - Form and use verbs in the active and passive voices - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood - Recognize and correct inappropriate shifts in verb voice and mood - Place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers - Recognize and correct inappropriate shifts in pronoun number and person	Novels Student Exemplars Use of non-examples (poor use of grammar) Daily Edits	

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2	- Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents) - Recognize and correct inappropriate shift in verb tense		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person. E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense. E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences - Correctly use frequently confused words (to, two, too…) - Ensure subject-verb and pronoun-antecedent agreement - Use punctuation (comma, ellipsis, and dash) to indicate a pause or break - Use an ellipsis to indicate an omission - Spell correctly - Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements - Use punctuation to separate items in a series		

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/RESOURCES	FORMATIVE ASSESSMENTS
E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.			