<table>
<thead>
<tr>
<th>1st Nine Weeks</th>
<th>Reading Literature - Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.6.1</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>• I can recognize and analyze text to determine the central idea and supporting details</td>
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<td>RL.6.3</td>
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<td>• I can identify the story map in a piece of literature: exposition, rising action, climax, falling action, resolution</td>
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<td>RL.6.4</td>
<td>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.</td>
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<td>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination</td>
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<td>RI.6.3</td>
<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. <em>(Introduce CCSS skill – ongoing - mastery by the end of 3rd Weeks)</em></td>
</tr>
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| RI.6.4 | Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.  
  - I can identify the meaning of words and phrases |
| **Speaking and Listening - Comprehension and Collaboration** |
| SL.6.1 | Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  1a.  
  Come to discussions prepared having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion  
    - I can reflect on discussion topics using evidence from the text  
    - I can justify ideas with evidence from the text  
    - I can formulate comments, questions, and responses based on evidence from the text  
  1b.  
  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
    - I can follow agreed-upon rules during discussion  
    - I can carry out assigned role during discussions  
  1c  
  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion |
| SL.6.5 | Include multimedia components(e.g., graphics, images, music, sound) and visual displays in presentations to clarify information *(Introduce CCSS skill – ongoing)* |
### Writing Standards
#### Text Types and Purposes

**W.6.3**  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  

- **3a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
- **3b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
- **3c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  
- **3d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  
- **3e** Provide a conclusion that follows from the narrated experiences or events.

**W.6.5**  
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 up to and including grade 6.)

<table>
<thead>
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<th>Language Standards</th>
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<td><strong>L.6.1</strong></td>
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| Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  
  - **1a.** Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| **L.6.2**          |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  - **2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  
  - **2b.** Spell correctly. |
L.6.4
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.

4a.
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

4b.
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

4c.
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.

4d.
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).

L.6.6 (Introduce CCRS skill – ongoing)
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.

CCRS skills introduced are ongoing and should be taught in your lessons and assessed in your formative and summative assessments throughout each nine weeks.
<table>
<thead>
<tr>
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<td>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text <strong>based upon this determination</strong></td>
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<td><strong>RL.6.5</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>- I can determine various structures of literacy text</td>
</tr>
<tr>
<td></td>
<td>- I can identify the plot, them, setting of a specific text</td>
</tr>
<tr>
<td></td>
<td>- I can analyze how a chapter, scene, sentence, or stanza fits into the structure of a specific text</td>
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<tr>
<td><strong>RL.6.6</strong></td>
<td>Explain how an author develops the point of view of the narrator or speaker in a text.</td>
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I can compare/contrast authors' viewpoints and viewpoints of characters.

**RL.6.7** *(Introduce CCSS skill – ongoing mastery)*

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Reading Standards for Informational Text**

**RI.6.1**
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- I can locate evidence that supports what the text says.
- I can give examples of evidence that supports that supports the text.
- I can determine the evidence that supports the analysis of text.

**RI.6.2**
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

**RI.6.3**
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. *(Introduce CCSS skill – ongoing mastery by the end of 3rd Weeks)*

**Craft and Structure**

**RI.6.4**
Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.
- I can identify the meaning of words and phrases.

**RI.6.5**
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.
- I can determine overall text structure (e.g., chronology, comparison, cause/effect, problem/solution).

**RI.6.6**
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
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<th><strong>RI.6.7</strong> <em>(Introduce CCSS skill – ongoing for mastery)</em></th>
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<td>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.</td>
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**Range of Reading and Level of Text Complexity**

**RL.6.10**

*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.*

**Speaking and Listening - Comprehension and Collaboration**

**SL.6.1**

Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1a. Come to discussions prepared having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
   - I can reflect on discussion topics using evidence from the text
   - I can justify ideas with evidence from the text
   - I can formulate comments, questions, and responses based on evidence from the text

1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   - I can follow agreed-upon rules during discussion
   - I can carry out assigned role during discussions

1c.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion

1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
   - I can identify key ideas through reflection and paraphrasing

**SL.6.2**

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.

**SL.3**

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
### Presentation of Knowledge and Ideas

**SL.6.4**
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 volume, and clear pronunciation.

**SL.6.5**
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. *(Introduce CCSS skill – ongoing)*

### Writing Standards

#### Text Types and Purposes

**W.6.2**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(Introduce CCSS skill – ongoing)*

- I can write informative/explanatory text to: examine a topic, convey ideas, and concepts
- I can write informative/explanatory text for organization and analysis of relevant ideas and concepts

2a. 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.

2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

2e. Establish and maintain a formal style.

2f. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.2**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(Introduce CCSS skill – ongoing)*

- I can write informative/explanatory text to: examine a topic, convey ideas, and concepts
- I can write informative/explanatory text for organization and analysis of relevant ideas and concepts

2a. 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.

2b.
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

2c. 
Use appropriate transitions to clarify the relationships among ideas and concepts.

2d. 
Use precise language and domain-specific vocabulary to inform about or explain the topic.

2e. 
Establish and maintain a formal style.

2f. 
Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) *CCSS Skill Ongoing*

W.6.5

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 up to and including grade 6.)

**W.6.6** (Introduce CCRS skill – ongoing mastery)

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.*

**W.6.8** (Introduce CCRS skill – ongoing for mastery)

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.

- I can recognize a credible source
- I understand and can define plagiarism
- I can quote information from my source
- I can gather relevant information from a variety of credible sources
- I can paraphrase the information from my sources

**Language Standards**

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

1a.

Ensure that pronouns are in the proper case (subjective, objective, possessive).

1b.
Use intensive pronouns (e.g., myself, ourselves).

1c. Recognize and correct inappropriate shifts in pronoun number and person.*

L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

2b. Spell correctly.

L.6.3

3a. Vary sentence patterns for meaning, reader/listener interest, and style.*

L.6.4

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.

4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

4c. 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.

4d. 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).

L.6.6 (Introduce CCSS skill – ongoing)

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.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., personification) in context.

5b.
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

CCRS skills introduced are ongoing and should be taught in your lessons and assessed in your formative and summative assessments throughout each nine weeks.
### Integration of Knowledge and Ideas

**RL.6.6**
Explain how an author develops the point of view of the narrator or speaker in a text.  
- I can recognize and identify authors points of view  
- I can compare/contrast authors view point and viewpoint of characters

**RL.6.7** *(Introduce CCSS skill – ongoing mastery)*  
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**RL.6.9**  
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**RL.6.10**  
*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.*

### Craft and Structure

**RI.6.5**  
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.  
- I can determine overall text structure (e.g., chronology, comparison, cause/effect, problem/solution)

**RI.6.6**  
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

### Integration of Knowledge and Ideas

**RI.6.7**  
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.

**RI.6.8**  
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.

**RI.6.9**
Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Range of Reading and Level of Text Complexity**

**RI.6.10**
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.

**Speaking and Listening - Comprehension and Collaboration**

**SL.6.1**
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1a.
Come to discussions prepared having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- I can reflect on discussion topics using evidence from the text
- I can justify ideas with evidence from the text
- I can formulate comments, questions, and responses based on evidence from the text

1b.
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- I can follow agreed-upon rules during discussion
- I can carry out assigned role during discussions

1c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion

1d.
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- I can identify key ideas through reflection and paraphrasing

**SL.6.2**
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.

**SL.6.3**
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Presentation of Knowledge and Ideas**
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.

**SL.6.5**
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Writing Standards**

**W.6.1**
Write arguments to support claims with clear reasons and relevant evidence.

1a.
Introduce claim(s) and organize the reasons and evidence clearly.

1b.
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

1c.
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

1d
Establish and maintain a formal style.

1e.
Provide a concluding statement or section that follows from the argument presented.

**W.6.3**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

3a.
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

3b.
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3c.
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
### 3d.
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### 3e
Provide a conclusion that follows from the narrated experiences or events.

### W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### W.6.6 (Introduce CCRS skill – ongoing mastery)
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.**

### W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W.6.8 (Introduce CCRS skill – ongoing for mastery)
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.
- I can recognize a credible source
- I understand and can define plagiarism
- I can quote information from my source
- I can gather relevant information from a variety of credible sources
- I can paraphrase the information from my sources

### W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 9a.
Apply grade 6 Reading standards to **literary text** (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

#### 9b.
Apply grade 6 Reading standards to **literary nonfiction and/or informational texts** (e.g., “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”).

### W.6.10
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.
Language Standards

L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
1b. Use intensive pronouns (e.g., myself, ourselves).
1c. Recognize and correct inappropriate shifts in pronoun number and person.*
1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
2b. Spell correctly.

L.6.3
3a. Vary sentence patterns for meaning, reader/listener interest, and style
3b. Maintain consistency in style and tone.*

L.6.4
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.

4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
4c. 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.
4d. 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).

L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., personification) in context.

5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6
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 skills introduced are ongoing and should be taught in your lessons and assessed in your formative and summative assessments throughout each nine weeks.

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<th>4th Nine Weeks</th>
<th>Review of CCRS for Mastery/Remediation</th>
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**REVIEW ALL CCSS skills**

**RL.6.6**
Explain how an author develops the point of view of the narrator or speaker in a text.
- I can recognize and identify authors points of view
- I can compare/contrast authors viewpoint and viewpoint of characters

**RL.6.7 (Introduce CCSS skill – ongoing mastery)**
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**RL.6.9**
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity**

**RL.6.10**
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.

Integration of Knowledge and Ideas

RI.6.7
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.

RI.6.8
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.

RI.6.9
Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10
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.

Speaking and Listening - Comprehension and Collaboration

SL.6.1
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1a. Come to discussions prepared having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

- I can reflect on discussion topics using evidence from the text
- I can justify ideas with evidence from the text
- I can formulate comments, questions, and responses based on evidence from the text

1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- I can follow agreed-upon rules during discussion
- I can carry out assigned role during discussions

1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion

1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- I can identify key ideas through reflection and paraphrasing
| SL.6.2 | 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. |
| SL.3 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |

**Presentation of Knowledge and Ideas**

| SL.6.4 | 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 volume, and clear pronunciation. |
| SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |

**Writing Standards**

| W.6.1 | W.6.2 | W.6.3 |
| Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

3e. Provide a conclusion that follows from the narrated experiences or events.

| W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
**W.6.6** (Introduce CCRS skill – ongoing mastery)
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.**

**W.6.7**
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8** (Introduce CCRS skill – ongoing for mastery)
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.

- I can recognize a credible source
- I understand and can define plagiarism
- I can quote information from my source
- I can gather relevant information from a variety of credible sources
- I can paraphrase the information from my sources

**W.6.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**9a.**
Apply grade 6 Reading standards to **Literary text** (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

**9b.**
Apply grade 6 Reading standards to **literary nonfiction and/or informational texts** (e.g., “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”).

**W.6.10**
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.

**Language Standards**

**L.6.3**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**3a.**
**Vary sentence patterns for meaning, reader/listener interest, and style**

**3b.**
**Maintain consistency in style and tone.**

**L.6.4**
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.

4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

4c. 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.

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