

The following CCSS's are embedded throughout the year, and are present in all units applicable:

- [SL.6.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- [CCSS.ELA-Literacy.RI.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.L.6.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.6.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.6.5](#) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- [CCSS.ELA-Literacy.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.ELA-Literacy.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.
- [CCSS.ELA-Literacy.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.
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Nonfiction Reading: Expository, Narrative and Hybrid</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-Literacy.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 • CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. • CCSS.ELA-Literacy.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. 	<ul style="list-style-type: none"> • I can define and cite • I can find textual evidence for support. • I can make inferences. • I can determine theme. • I can support theme with details from the book. • I can write or present an unbiased summary. • I can describe the series of events that are part of a plot. • I can describe how a character changes throughout the story • I can define resolution. • I can define: theme, setting and plot. • I can explain how a part of a text helps develop the ideas. • I can define point of view. • I can explain how the author uses narrator to develop the point of view • I can use pictures, charts, text, etc. to explain a topic or issue. 	<ul style="list-style-type: none"> • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units. 	<ul style="list-style-type: none"> • Read and respond letters.

	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.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. • • CCSS.ELA-Literacy.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). • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). 	<ul style="list-style-type: none"> • I can define a claim. • I can tell the difference between supported and unsupported claims. • I can define compare and contrast. • I can explain the similarities and differences between two written work on the same topic. • I can comprehend nonfiction writing at my grade level. • I can place information from a text in correct order. 		
<p><u>Unit/ Essential Question</u></p> <p>Investigating Characters Across a Series</p>	<p style="text-align: center;"><u>CCSS</u></p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 	<p style="text-align: center;"><u>Learning Target</u></p> <ul style="list-style-type: none"> • I can determine theme • I can support theme with details. • I can write an unbiased summary. • I can explain how people, ideas, and situations are developed throughout a text. • I can define point of view. • I can determine the author’s point of view in a text. 	<p style="text-align: center;"><u>Resources/ Mentor Texts</u></p> <ul style="list-style-type: none"> • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units. 	<p style="text-align: center;"><u>Assessment</u></p> <ul style="list-style-type: none"> • Character projects • Read and respond letters

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RL.6.7 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. ● CCSS.ELA-Literacy.RL.6.3 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.ELA-Literacy.RL.6.4 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. ● CCSS.ELA-Literacy.RL.6.5 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. ● CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> ● I can compare and contrast the experiences of reading a text to viewing or listening to the same text. ● I can describe the series of events that are part of a plot. ● I can describe how a character changes throughout story. ● I can define resolution. ● I can define figurative language: simile, metaphor, hyperbole, onomatopoeia. ● I can define connotative meaning and tone. ● I can determine the meaning of a word and analyze how it is used. ● I can define theme, setting and plot. ● I can explain how a part of a piece moves it along. ● I can explain how a part of a piece develops the theme. ● I can interpret and use figurative language: similes, metaphors, personification, idioms, alliteration, onomatopoeia. 		
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<u>Unit/ Essential Question</u>	<u>CCSS</u>	<u>Learning Target</u>	<u>Resources/ Mentor Texts</u>	<u>Assessment</u>
Nonfiction Research Clubs	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.RL.6.4 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 • CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>. 	<ul style="list-style-type: none"> • I can define compare and contrast. • I can explain the similarities and differences between two written works on the same topic. • I can define figurative language: simile, metaphor, hyperbole, onomatopoeia. • I can define connotative meaning and tone. • I can determine the meaning of a word and analyze how it is used. • I can define and cite • I can find textual evidence for support. • I can make inferences. • I can cite evidence from science texts. • I can determine the main idea and provide a summary distinct from personal opinion. • I can determine the meaning of scientific terms and symbols. 	<ul style="list-style-type: none"> • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units. 	<ul style="list-style-type: none"> • Suitcase project • Read and respond letters

	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. 	<ul style="list-style-type: none"> • I can analyze how a sentence/chapter fits into the structure of a text and contributes to the development of ideas. 		
<u>Unit/</u> <u>Essential</u> <u>Question</u>	<u>CCSS</u>	<u>Learning Target</u>	<u>Resources/ Mentor</u> <u>Texts</u>	<u>Assessment</u>
Developing Analytical Reading Practices	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.6.5 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. • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • I can explain how part of a text helps to develop the ideas. • I can determine theme, support it with details and write an unbiased summary. • I can find evidence for support. • I can make inferences. 	<ul style="list-style-type: none"> • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units 	<ul style="list-style-type: none"> • Read and respond letters.

<u>Unit/</u> <u>Essential</u> <u>Question</u> Social Issue Book Club	<u>CCSS</u>	<u>Learning Target</u>	<u>Resources/ Mentor</u> <u>Texts</u>	<u>Assessment</u>
	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.RL.6.5 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. • CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> • I can define integrate • I can use pictures, charts, text, etc. to explain a topic or issue. • I can define theme, setting and plot. • I can explain how a part of a piece moves it along. • I can explain how a part of a piece develops the theme. • Define point of view. • I can explain how the author uses the narrator to develop the point of view. 	<ul style="list-style-type: none"> • Lit. Binder • Lucy Caulking Units of Study. • Making Meaning Units 	<ul style="list-style-type: none"> • Read and respond letters • Essay