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.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.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

- **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.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.ELA-Literacy.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 here.)

- CCSS.ELA-Literacy.W.6.6 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.ELA-Literacy 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.

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

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

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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Personal Narrative	**CCSS.ELA-Literacy.W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **CCSS.ELA-Literacy.W.6.3a** 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. **CCSS.ELA-Literacy.W.6.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **CCSS.ELA-Literacy.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **CCSS.ELA-Literacy.W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **CCSS.ELA-Literacy.W.6.3e** Provide a conclusion that follows from the narrated experiences or even	• **I can create a narrative based n personal experience.** • **I can write in a logical natural order.** • **I can use dialogue and description to develop the experiences and events of the narrative.** • **I can use transition words and phrases to make a shift in time or setting.** • **I can use grade appropriate words to enhance the details and experiences of the narrative.** • **I can write a conclusion that follows the experiences of the narrative.**	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Personal Essay	**CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.6.2a** 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. **CCSS.ELA-Literacy.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **CCSS.ELA-Literacy.W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **CCSS.ELA-Literacy.W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **CCSS.ELA-Literacy.W.6.2e** Establish and maintain a formal style. **CCSS.ELA-Literacy.W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented.	• **I can write an informative/explanatory paper.** • **I can introduce a topic.** • **I can use multiple strategies to organize information.** • **I can us charts, pictures, headings, etc. to organize presentations.** • **I can support a topic with facts, details, quotes and examples..** • **I can use descriptive vocabulary.** • **I can use formal style.** • **I can make a concluding statement.**	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Informational Writing(Science)	**CCSS.ELA-Literacy.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **CCSS.ELA-Literacy.W.6.8** 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.ELA-Literacy.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.W.6.9a** Apply *grade 6 Reading standards* to literature (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"). **CCSS.ELA-Literacy.W.6.9b** Apply *grade 6 Reading standards* to literary nonfiction (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").	• **I can do a research project** • **I can use several sources to answer a question.** • **I can find information from print and digital sources.** • **I can decide if a source is credible.** • **I can include quotes, produce a bibliography** • **I can use pieces from literary texts to support my writing.** • **I can use pieces from informational texts to support my writing.**	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Argument Letter	**CCSS.ELA-Literacy.W.6.1** Write arguments to support claims with clear reasons and relevant evidence. **CCSS.ELA-Literacy.W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly. **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **CCSS.ELA-Literacy.W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **CCSS.ELA-Literacy.W.6.1d** Establish and maintain a formal style. **CCSS.ELA-Literacy.W.6.1e** Provide a concluding statement or section that follows from the argument presented.	• I can write an argumentative paper. • I can define a claim • I can define argument • I can create a strong claim • I can organize evidence to support a claim. • I can include relevant evidence. • I can use credible sources. • I can use transitions to clarify relationships. • I can use formal style. • I can make a concluding statement.	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Persuasive Essay(SS)	**CCSS.ELA-Literacy.W.6.1** Write arguments to support claims with clear reasons and relevant evidence. **CCSS.ELA-Literacy.W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly. **CCSS.ELA-Literacy.W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **CCSS.ELA-Literacy.W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **CCSS.ELA-Literacy.W.6.1d** Establish and maintain a formal style. **CCSS.ELA-Literacy.W.6.1e** Provide a concluding statement or section that follows from the argument presented.	• **I can write a persuasive paper.** • **I can define a claim** • **I can define argument** • **I can create a strong claim** • **I can organize evidence to support a claim.** • **I can include relevant evidence.** • **I can use credible sources.** • **I can use transitions to clarify relationships.** • **I can use formal style.** • **I can make a concluding statement.**	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Literary Essay	**CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **CCSS.ELA-Literacy.W.6.8** 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.ELA-Literacy.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	• **I can use multiple strategies to organize information.** • **I can use various sources to answer a question, or issue.** • **I can compare and contrast the differences between two texts.** • **I can use pieces from literary texts to support my writing.** • **I can use pieces from informational texts to support my writing.**	• **Lucy Caulkins Units of Study.** • **Oakland Units of Study.**	• **Common rubrics for assessments of final writing pieces.**