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.
<table>
<thead>
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<th>Unit/ Essential Question</th>
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<th>Resources/ Mentor Texts</th>
<th>Assessment</th>
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| 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. <br>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. <br>CCSS.ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. <br>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. <br>CCSS.ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <br>CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or events. | - I can create a narrative based on 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. |
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| 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 use 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. |
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| 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. |
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<td>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>- 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.</td>
<td>- Lucy Caulkins Units of Study. - Oakland Units of Study.</td>
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| Persuasive Essay(SS)     | **CCSS.ELA-Literacy.W.6.1** Write arguments to support claims with clear reasons and relevant evidence. | • 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. |
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| 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. |