

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does prior knowledge and selection of textual evidence improve comprehension of text?</i>	<i>Students understand that: -Citing textual examples and drawing inferences to provide a deeper meaning of the text</i>	<i>To assist in meeting this standard, students may: -Rewrite the ending of a story -Character quote collage -Story Map -Match specific quotes to the characters -Citing Textual Evidence lesson -Read, Answer, Paraphrase (RAP)</i>
Content Statements		
<i>Students will be able to: -Identify the relationship between literal and inferential meanings</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer -Make accurate predictions from cues</i>		achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org
Equipment Needed		
<i>Teachers may use the following: - Various texts of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes</i>		
Desired Results		
<i>Sample question to consider for this standard: During contests, why do sand sculptors most likely prepare all of their sand first?</i>		

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does theme contribute to story development?</p> <p>How can summarizing foster an understanding of theme?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Combined literary elements convey universal messages -Summarizing is necessary to establish meaning 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in an appropriately leveled guided reading lesson -Participate in a Text Based Evidence lesson -Buddy Read stories, drama, or poems
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify theme and summarize key supporting details within a given text 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write about the theme of a text using details from the text to show understanding -Students are given a cold read of a text to independently read and then identify the theme of the story with evidence from the text to support their answers -Utilize a story map to discuss the evolution of literary elements 		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Story Map Graphic Organizers -Writing Journals 		
Desired Results		
<p>Sample question to consider for this standard:</p>		

What is the main idea of the passage?

RL 6.3 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does story progression facilitate character change and plot resolution?	Students will understand that: -Character responses to plot development and resolution	To assist in meeting this standard, students may: -Create a Plot diagram -Write an advice letter to counsel the character -Graphic Organizer -Character questionnaire -Participate in Literature Circles
Content Statements		
Students will be able to: -Understand plot and its relationship to character development		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Write about how the character's traits influenced how they reacted to a major event/challenge in the story, using evidence to support the text -Respond to an open-ended question	achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org	
Equipment Needed		
Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers		
Desired Results		
Sample question to consider for this standard: Based on the passage, what will probably happen to Marissa?		

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do word meanings affect the understanding of figurative and connotative language?</p> <p>How does word choice affect meaning and tone of a text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Word choice impacts a reader's understanding of literature -Words and phrases impact meaning and tone 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Illustrations of examples of figurative language -Identifying literary elements in various texts -Complete a short story booklet depicting figurative language
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explore author's word choices for meaning and tone 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Distinguish between various forms or examples of figurative language in open ended response questions -Create a short story prompt 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Thesaurus -Word Webs 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>By saying "I'm starting to feel like of the the crowd," Maria means she is...</p>		

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do text excerpts contribute to the development of theme, setting, and plot?	Students will understand that: -Text structure contributes to theme, setting, and plot development	To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Create a sequence of events chain -Compose various types of poems -Participate in Literature Circles -Change a selected stanza of poetry or scene from a play -Participate in Reader's Theater
Content Statements		
Students will be able to: -Determine the specific text and its connection to theme, setting, and plot		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Analyze various types of poems -Perform a student created play/skit		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts		
Desired Results		
Sample question to consider for this standard: Which addition to the passage "Drawing Horse" would be most appropriate?		

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Explain how an author develops the point of view of the narrator or speaker in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does an author develop point of view in a text?</i>	<i>Students will understand that:</i> -Point of view is essential for literal comprehension	<i>To assist in meeting this standard, students may:</i> -Choose a section of a familiar story to rewrite from their personal point of view -Participate in Literature Circles -Read two accounts of the same experience
Content Statements		
<i>Students will be able to:</i> -Identify how the author develops point of view		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Create two comic strips, each one highlighting a different point of view of the same situation. -Re-create a personal experience from a different point of view and grade it on a holistic scoring rubric		achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org
Equipment Needed		
<i>Teachers may use the following:</i> -Various literary works -Writing journals -Chrome Books		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>Based on paragraph 2, the author believes that the most important consideration when building a sand sculpture is...</i>		

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does independent reading differ from the viewing of a produced work?	Students will understand that: -Context varies based on the medium in which it is presented	To assist in meeting this standard, students may: -Compare and contrast a book to the movie -Illustrate a scene from the story -Listen to books on tape -Record an excerpt from a text -View and analyze a movie version of a book -Compare and contrast film/live production to text
Content Statements		
Students will be able to: -Differentiate between reading, listening, and viewing a selected work		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Create a Venn Diagram -Respond to an open-ended question -Add captions to pictures that they are given so that they can enhance the understanding of the text -Compose an essay comparing and contrasting the written work to the visual representation of it		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper		
Desired Results		
Sample question to consider for this standard: Which caption would be best for the illustration in the passage?		

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: Compare, contrast, and reflection on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does the comparison and contrast of different genres affect the understanding of similar themes?</i>	<i>Students will understand that: -A relationship exists between texts of different genres with similar themes</i>	<i>To assist in meeting this standard, students may: -Compare and contrast stories with similar themes, as well as those from various cultures -Participate in a guided reading lesson -Create a T-Chart -Engage in small group discussions -Participate in Literature Circles -Create a modern retelling of a fairy tale</i>
Content Statements		
<i>Students will be able to: -Recognize that different genres may have varying approaches to similar themes</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer an open-ended question -Answer higher order comprehension questions with supporting details from the text</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper</i>		
Desired Results		
<i>Sample question to consider for this standard: Which word best describes the speaker of both poems?</i>		

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does careful and attentive reading ensure future success?</i>	<i>Students will understand that: -Critically reading and understanding a variety of literary genres promotes Language Arts Literacy</i>	<i>To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Participate in literature circles -Create a book blog</i>
Content Statements		
<i>Students will be able to: -Read fiction, nonfiction, and other literary genres at grade level complexity</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Literature Circle Rubric -Complete several book reports including different genres</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i>		
Desired Results		
<i>Sample question to consider for this standard: Read and comprehend complex literary text independently and proficiently.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What impact does inference have on a student's ability to understand the central idea of the text?</p> <p>Why is textual evidence essential to a reader's understanding?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Readers support their analysis by citing textual evidence -Inferences must be rooted in the text and must provide a conceptual foundation for understanding 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -In small groups, use direct quotes from text to debate an opinion from the text -Engage in small group discussions -Engage in a debate on a given topic -Engage in close reading
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Support analysis with evidence as well as inferences drawn from the text 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Respond to an open-ended question based on current text by using quotes as evidence of understanding 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational texts at student's reading level -Notebook -Graphic Organizers 		
Desired Results		
<p>Sample question to consider for this standard:</p>		

During contest, why do sand sculptors most likely prepare all of their sand first?

RI.6.2 | 2018

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does determining the central idea contribute to understanding the text?</i></p> <p><i>How do supporting ideas help to develop the central idea?</i></p> <p><i>-What makes a good summary?</i></p>	<p><i>Students will understand that:</i></p> <p><i>-Determining the central idea can help us to make vital and informative connections in our learning</i></p> <p><i>-Details can help us to determine the central idea</i></p> <p><i>-Summaries help us to understand the central idea</i></p> <p><i>-Summaries do not include personal opinions</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>-Organize important information and summary form in order to remember and use them as background knowledge in reading or for discussion in writing</i></p> <p><i>-Provide evidence from the text or from personal experience to support written statements about the text</i></p> <p><i>-Create a Non-fiction Pyramid using informational text</i></p> <p><i>-Read, Answer, Paraphrase (RAP)</i></p>
Content Statements		
<p><i>Students will be able to:</i></p> <p><i>-Determine and summarize the central idea of a given</i></p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>-Use given text to identify the main idea using one colored highlighter and a different colored highlighter to identify the supporting details</i></p> <p><i>-Read a passage and complete a Main Idea/Key Details graphic organizer and write a summary based on evidence from the text</i></p>		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>
Equipment Needed		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
<p><i>Teachers may use the following:</i></p> <p><i>-Various informational texts of student's reading level</i></p> <p><i>-Graphic Organizers</i></p>		
Desired Results		

Sample question to consider for this standard:
Which statement best summarizes rule 2?

RI 6.3 | 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do authors present individuals, events, or ideas?	Students will understand that: -It is important to analyze text to identify how individuals, ideas, and events are introduced and developed -Readers know authors use examples and anecdotes to introduce and develop individuals, ideas, and events	To assist in meeting this standard, students may: -Engage in Shared Reading: Making predictions -Read, Answer, Paraphrase (RAP) -Engage in close reading of select text -Engage in Literature Circle and discussions
Content Statements		
Students will be able to: -Effectively analyze how ideas, individuals, and events are introduced, illustrated, and elaborated on using examples and anecdotes		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -After reading non-fiction, informational text, students can create a Plot line -Answer higher order thinking open-ended questions		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: -Various informational text of student's reading level -Venn Diagram -Graphic Organizers -Chart Paper		

Desired Results

Sample question to consider for this standard:

Based on the document, what happens to students who fail to follow safety rules?

RI 6.4 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>In what ways can a reader use context clues to discover meaning?</i></p> <p><i>In what ways does figurative language affect the interpretation of text and phrases?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Proficient readers use words, their variations and context to create meaning -The use of figurative language influences and can alter the interpretation of a text -Words contain connotative and denotative meaning -Comprehension of a text is essential in order to interpret and evaluate 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Identify missing words from sentences using context clues and define the unknown words -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Incorporate new words into writing pieces and classroom discussions
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Develop vocabulary within non-fiction text by context clues to understand figurative, connotative, and technical language 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use context clues to insert new vocabulary words -Teacher generated vocabulary assessment specific to subject area -Write sentences/paragraphs using subject specific vocabulary -Use graphic organizer 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Various informational texts of student's reading level -Vocabulary Notebook Word Web Organizers 		<p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p>

-Word Web Organizers -Dictionary/Thesaurus	kellygallagher.org	commonlit.org
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Desired Results

Sample question to consider for this standard:

Which sentence best explains the meaning of the excerpt?

[RI 6.5](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do authors organize sentences into paragraphs, and paragraphs into chapters to communicate effectively</p> <p>How do readers strengthen comprehension by understanding the development of ideas and structure of text?</p> <p>How does analyzing text features and understanding the role of sentences strengthen and support comprehension?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence -Transitional sentences contribute to the flow and sequence of a text 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Compare and contrast two different texts using a Venn Diagram -Create text to text connections -Analyze writing exemplars -Deconstruct paragraph to identify topic sentence and supporting details by using color codes -Brainstorm different types of transitions: contrast and support indicators
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand that the text structure is integral to becoming a strategic reader 		

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may:	achievethecore.org kbumreading.com
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-Locate and identify various text features in an informational text. -Create an informational pamphlet including captions, subheadings, and glossaries regarding a topic	scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: -Various informational written text -Sticky Notes -Highlighters -Chrome Books		
Desired Results		
Sample question to consider for this standard: Which steps comes first in any science lab activity?		

[RI 6.6](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to acknowledge and understand an author's viewpoint? What literary techniques does an author use to convey their point of view? How do good readers generate meaning from the author's point of view and purpose?	Students will understand that: -The author has one central thesis that focuses the entire essay -It is essential to understand how viewpoint directs the meaning of a passage -The reader ascertains the purpose of the text by understanding the author's thesis and evidence -There is a difference between	To assist in meeting this standard, students may: -Work in small groups to read common stories and list important details to collaboratively determine the author's purpose -Read text and identify the author's point of view and then students rewrite the text from their own point of view -Students can participate in a classroom debate with one group defending the author's point of view, and the other group defending the student's point of view. -Engage in quick writes used to have students summarize supporting ideas and central ideas -Provide a model essay based upon a commonly held belief and ask students to paraphrase the author's viewpoint
Content Statements		
Students will be able to:		

-Determine the author's view point and purpose which strengthens the understanding of a text	the author's purpose and the purpose of the text	
Assessments	Teacher Resources	
To show evidence meeting this standard, students may: -Answer higher ordering thinking open-ended questions that asks students to identify the author's viewpoint and provide supporting evidence from the text, and include their point of view -Complete a Venn Diagram to compare two different text written from two different points of view	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: - Informational Passage - Venn Diagrams		
Desired Results		
Sample question to consider for this standard: What is the main purpose of this document?		

[RI.6.7](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Does the medium or format affect the presentation of information? How does exploring information presented in different media or formats	Students will understand that: -The medium affects how information is presented -Understanding of a topic is positively affected by exploring information in	To assist in meeting this standard, students may: -Generate Reader's Response Journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog, and magazine) -Generate a non-fiction pyramid -Participate in a citina text evidence lesson

<p>different media or formats affect the reader's understanding of a topic or an idea?</p> <p>Content Statements</p> <p>Students will be able to: -Gain a fuller understanding of a topic when they explore information from different media and formats</p>	<p>Exploring information in different media and formats</p>	<p>Participate in a writing text evidence lesson</p> <p>-Participate in a debate using evidence from text to support position</p>			
Assessments		Teacher Resources			
<p>To show evidence of meeting this standard, students may:</p> <p>-Reflect on how a given topic is presented in different mediums such as a textbook, blog, and magazine</p> <p>-Write a summary on a given topic after exploring a variety of mediums such as a textbook, blog, and magazine</p>		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>	
Equipment Needed					
<p>Teachers may use the following:</p> <p>-Nonfiction text (textbook, blog, or magazine)</p> <p>-Chrome Book</p> <p>-Writing Journals</p>					
Desired Results					
<p>Sample question to consider for this standard:</p> <p>View paired texts: Describe the relationship between the graphics and text. (Watch video/listen to audio)</p>					

RI.6.8 | 2018

Domain: Reading Standards for Informational Text
Cluster: Integration of Knowledge and Ideas
Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p>How does an author support his/her claim(s)?</p> <p>How does one determine whether an author's evidence is sufficient?</p> <p>In what ways does irrelevant information impact an argument?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Arguments depend on evidence and logic -Just because an author writes something does not mean it is true -Authors often include irrelevant information in order to mislead the reader -An author must include enough evidence to fully support his/her claim -Readers must evaluate an author's evidence 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze an advertisement -Model organizing a persuasive essay -Read aloud an editorial in a local newspaper and write a letter to the editor -Outline text structures so students understand how information is presented in a persuasive essay 	
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize and think about how evidence and logic are key to understanding argumentation 			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Listen or read a political speech/advertisement, identify the main idea and supporting details, and determine its effectiveness and logic -Construct an Opinion letter regarding a specific topic 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>	
Equipment Needed		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>	
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books 			
Desired Results			
<p>Sample question to consider for this standard:</p> <p>What point about first computers does this evidence best support?</p>			

[RI 6.9](#) | 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas		
Standards: Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why do textual structures affect our understanding of the text?</i></p> <p><i>How do author's words inform or persuade readers?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -The structure of a piece of writing can influence its message and authors attempt to influence our thinking -Words have power; good authors use them carefully and thoughtfully -Humor and other emotional appeals can be a powerful rhetorical tool 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -In a paragraph, find and indicate the main idea and supporting details -Summarize an article in a Twitter style "tweet" (in 140 characters or less) -Indicate signal or organizational words in a text; organize a jumbled paragraph or small article using word context and signal words
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Determine the differences between facts and opinions -Good readers ask questions about the text before, during, and after reading text -Use context clues to determine meaning of words and ideas -Look for design elements and text features that help with meaning 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Individually or in small groups, students can write catchy headlines for a short newspaper article -Compare and contrast the differences between two or more articles about the same topic or two or more articles by the same author 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com <ul style="list-style-type: none"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Two informational texts on the same topic -Venn Diagram -Highlighters -Sticky Notes 		<ul style="list-style-type: none"> newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org <ul style="list-style-type: none"> learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org

-Sticky Notes
-Chart Paper

Desired Results

Sample question to consider for this standard:

Compare and contrast the ways in which "Desert Holiday" and "The Mysterious Olm" develop the idea that life forms vary in different environments. Support your answer with accurate, explicit text evidence from the passage and the article.

RI.6.10 | 2018

Domain: Reading Standards for Informational Text

Cluster: Range of Reading and Level of Text Complexity

Standards: By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, scaffolding as needed.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is reading non-fiction text important?	Students will understand that: -Human being are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history -Informational texts can be used as a supplement to enhance writer's point of view about a specific subject	To assist in meeting this standard, students may: -Read a variety of non-fiction pieces to determine which form resonates with them -Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you
Content Statements Students will be able to: -To incorporate informational texts into students' intellectual repertoire		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write an editorial expressing their point of view about a current event topic		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com
Teachers may use the following: -Various nonfiction text at student's independent and instructional reading levels Chrome Books		

-Chrome Books

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

Read and comprehend complex informational texts independently and proficiently.

Domain: Writing										
Cluster: Text Types and Purposes										
<p>Standards: Write arguments to support claims with clear reasons and evidence.</p> <p>W 6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W 6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W 6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W 6.1.D Establish and maintain a formal style/academic style, approach, and form.</p> <p>W 6.1.E Provide a concluding statement or section that follows from the argument presented.</p>										
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences								
<p>Why is it important to have strong evidence to make a good argument?</p> <p>Why are the words we use in an argument important?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Strong judgments persuade others into action -Words have connotative and denotative meanings 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in a classroom debate to support an argument -Develop an outline -Compare and contrast introduction and conclusion paragraphs -Create a script for a commercial using persuasive techniques -Read a few advertisements and locate/highlight persuasive techniques 								
Content Statements										
<p>Students will learn how to:</p> <ul style="list-style-type: none"> -Make stronger arguments to persuade others into action -Differentiate between connotative and denotative meanings 										
Assessments		Teacher Resources								
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a collaborative essay that supports/opposes a topic of civic nature -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate 		<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> </table>	achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com
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scholastic.com	readingandwritingproject.org									
frontrowed.com	simplek12.com									
newsworks.org	janrichardsonguidedreading.com									
Equipment Needed										
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Overhead projector Internet 		<table border="0"> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> </table>	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com
newsela.com	learningally.org									
readworks.org	biguniverse.com									
pbslearningmedia.org	readingrocket.org									
poetryfoundation.org	sharemylesson.com									

-Internet -Journals/Notebooks -Holistic Scoring Rubrics	kellygallagher.org	commonlit.org
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Desired Results

Sample question to consider for this standard:

The school board has announced a plan to combine two middle schools in your area in order to save money. All of the students in your school will have to go to a different middle school next year, in a new building. Think about how this plan might affect you and your friends, as well as future students, and decide whether it is a good plan or not.

Write an argument for or against this plan. Include specific evidence and reasons to support your point of view.

[W 6.2](#) | 2018

Domain: Writing

Cluster: Text Types and Purposes

Standards: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.2.A Introduce a topic; organize ideas, concepts, and information, text structures (e.g., definition, classification, comparison/contrast, and cause/effect, etc) and text features (e.g., headings, graphics, and multimedia when useful to aiding comprehension).

W 6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W 6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

W 6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W 6.2.E Establish and maintain a formal style/academic style, approach, and form.

W 6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to have relevant information when creating informational/explanatory texts?</p> <p>Why is precise language necessary in helping to establish and maintain a formal style?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Differentiating between relevant and irrelevant information enables writers to fully develop/examine a topic -Examining formal and informal styles allows a writer to target a specific audience effectively 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create an organizer, identify topics, key points, and supporting facts for each point -Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information -Create a "how to" project using transitional words in sequential progression
Content Statements	-Words have connotative and	

<p>Students will be able to: -Make distinctions between relevant and irrelevant information, formal and informal styles, connotative and denotative language allows the writer to examine a topic and convey ideas and information clearly</p>	<p>denotative meanings</p>																					
Assessments	Teacher Resources																					
<p>To show evidence of meeting this standard, students may: -Write an informative or explanatory essay using precise language that examines/explains a topic -Create an electronic presentation using relevant evidence to explore a topic utilizing 21st Century skills</p>	<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table>		achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com	kellygallagher.org	commonlit.org
achievethecore.org	kbumreading.com																					
scholastic.com	readingandwritingproject.org																					
frontrowed.com	simplek12.com																					
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pbslearningmedia.org	readingrocket.org																					
poetryfoundation.org	sharemylesson.com																					
kellygallagher.org	commonlit.org																					
Equipment Needed																						
<p>Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Internet videos -Chart Paper/Graphic Organizers -Chrome Books</p>																						
Desired Results																						
<p>Sample question to consider for this standard:</p> <p>Think of an important discover that you have learned about. What was discovered, who was involved, and when did it happen? Write an informational article telling about this important discover and the changes it brought about.</p>																						

[W 6.3](#) 2018

Domain: Writing
Cluster: Text Types and Purposes
Standards: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details,

and well structured event sequences.

W 6.3.A 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.

W 6.3.B Use narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and/or characters.

W 6.3.C Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W 6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W 6.3.E Provide a conclusion that follows from the narrated experiences or events.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>Why is it important to use imagination when creating a narrative text?</i></p> <p><i>Why is precise and vivid language necessary to create narrative texts?</i></p>	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> -Imagination is important to help the writer create visual images from written text -Precise and vivid language allows narratives to "come to life" through sensory details 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a narrative using graphic organizers to list sequence of events during the brainstorming stage of the writing process -Dissect a current reading piece to identify story elements, thus leading to writing -Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs -Collaborate a narrative story through interactive writing 	
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Create visual images from written text -Use precise and vivid language helps one to create visual images from written text 			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a narrative story using sensory language in response to a prompt or text utilizing 21st Century skills. 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org 	
Equipment Needed		<ul style="list-style-type: none"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org 	
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Overhead projector -Internet -Writing journals/notebooks -Chrome Books 			
Desired Results			

Sample question to consider for this standard:

Think about a different challenge or problem someone you know might face. What is the challenge, and how does the person handle it? Write a fictional narrative about the challenge. Be sure to develop a plot and include characters using dialogue.

W 6.4 | 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
How does the self revision process affect the final product?	Students will understand: -The self revision process allows for reflection by the students to independently edit their writing pieces	To assist in meeting this standard, students may: -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Peer edit for increasingly complex sentence structure and syntax to express ideas	
Content Statements Students will be able to: -Coherently develop and organize their written pieces for task, purpose, and targeted audiences			
Assessments		Teacher Resources	
To show evidence of meeting this standard, students may: -Produce a writing piece that demonstrates clarity of organization and development utilizing 21st Century skills.		achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org	
Equipment Needed			
Teacher may use the following: -Holistic Scoring Rubrics -Internet -Writing journals/notebooks -Chrome Books			

Desired Results

Sample question to consider for this standard:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.5 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is peer and adult revision necessary in contributing to the final product?	Students will understand that: -The revision process allows for reflection by the students to collaboratively edit their writing pieces	To assist in meeting this standard, students may: -Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces -Use rubrics and checklist to evaluate writing -Develop peer editing groups to provide constructive feedback to strengthen original writing samples -Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work
Content Statements Students will be able to: -Coherently develop and organize their written pieces for task, purpose, and targeted audiences		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills.		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric Internet		

-Internet -Writing journals/notebooks	kellygallagher.org	commonlit.org
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Desired Results

Sample question to consider for this standard:

Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or try a new approach.

[W 6.6](#) 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>In what ways can technology be used to assist in process writing?</p> <p>In what ways can interactive tools on the Internet enhance the final product?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Using technology assists the writer in exploring digital tools to produce a writing piece -Technology allows for a neat, well-organized, professional final product in an efficient manner 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Use digital tools to publish revised writing pieces demonstrating technological expectations -Create story elements graphics using documentation applications -Practice keyboarding skills online -Engage in creating blogs, wikis, etc., for the purpose of collaboration
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate sufficient command of keyboarding and internet skills to produce and publish writing using technology to interact and collaborate with others. 		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Complete an original writing sample to publish and share using technology utilizing 21st Century skills -Electronic portfolios 	<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p>

Equipment Needed	opened.com	amybenjamin.com
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks	newsela.com	learningally.org
	readworks.org	biguniverse.com
	pbslearningmedia.org	readingrocket.org
	poetryfoundation.org	sharemylesson.com
	kellygallagher.org	commonlit.org
Desired Results		
Sample question to consider for this standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		

[W 6.7](#) | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to draw information from several sources when conducting a short research project? How does research guide students to focus their ideas on a specific topic?	Students will understand that: -It is important to draw information from several sources to add validity to your final product	To assist in meeting this standard, students may: -Create a list of focused questions centered around a thesis statement -Engage in identifying and citing credible sources -Engage in teacher-led conferences to ensure focus is on task
Content Statements		
Students will be able to: -Draw information from several sources to add validity to the final product		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		achievethecore.org kbumreading.com

<ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses -Utilize 21st Century Skills 	scholastic.com frontrowed.com newsworks.org	readingandwritingproject.org simplek12.com janrichardsonguidedreading.com
Equipment Needed	newsela.com	learningally.org
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		

[W 6.8](#) 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and providing basic bibliographic information for sources.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is paraphrasing an essential component to writing?</p> <p>When is it more effective to quote or paraphrase?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Paraphrasing enables the writer to synthesize information and avoid plagiarism 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a bibliography -Create a list of focused questions centered on a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw information from several sources to add validity to a final product 	<ul style="list-style-type: none"> -Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple 	<ul style="list-style-type: none"> -Paraphrase an article to identify a main idea and key details -Read an article and place quotes around one essential idea -Using the same article, extrapolate a quote and paraphrase key details

<p>to a final product</p> <ul style="list-style-type: none"> -Generate questions to allow a personal connection of text-to-self -Demonstrate when it is essential to quote and paraphrase 	<p>comprehension of multiple ideas</p>	
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses -Utilize 21st Century skills 	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>
Equipment Needed		
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks 	<p>newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informaton while avoiding plagiarism.</p>		

[W 6.9](#) | 2018

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standards: Draw evidence from literary or informational text to support analysis, reflection, and research.

<p>W 6.9.A 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.</p> <p>W 6.9.B Apply grade 6 Reading standards to literary non-fiction (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").</p>		
Essential Question	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is evidence important when responding to literary or informational texts?</i></p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Evidence enables the writer to demonstrate understanding of literary and informational texts -Text-to-text, text-to-real world and text-to-self connections demonstrate a reader's ability to draw conclusions beyond what is read 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a graphic organizer to compare/contrast texts in different forms/genres -Create foldable to distinguish connections (text-to-text, self-to-text, text-to-world) QAR -List evidence that supports claims found within various forms of texts/genres in response to an open-ended question
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw evidence to enable the writer to make text-to-text, text-to-world, and text-to-self connections 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Respond to teacher generated open-ended questions using PARCC rubric of thematic genres 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>
Equipment Needed		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Compare and contrast the ways in which Father in "The Beech Tree" and Margaret Mee met the challenges in their lives - use accurate, explicit text evidence to support your answer.</p>		

[W 6.10](#) | 2018

Domain: Writing

Cluster: Range of Writing		
Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</p> <p>Why is it important to periodically reflect on your own piece of writing?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Writing routinely helps writers grow and develop their voice and strengthen their skills -Self-revision through reflection and research prepare students for 21st Century needs 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Keep a periodic writing journal with teacher driven topics -Engage in self-assessments and peer assessments using the state's rubric as a guide -Use graphic organizers during the pre-writing stage -Participate in conferences with teachers and peers during revising and editing states -Research a topic for relevant facts regarding one of the 21st Century themes
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Write routinely in order to develop their voice and fine tune their skills for reflection, revision, and purpose over both extended and limited time frames -Self-revise through reflection and research in order to prepare them for the 21st Century needs 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Keep a writing portfolio to showcase the growth and developmental profession of the writer's ability (Pre-write, draft, and final copy) using 21st Century skills -Create a chapter book or children's story using 21st Century skills 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed		
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Books 		<p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p>

-Holistic Scoring Rubric
-Internet
-Writing journals/notebooks

poetryfoundation.org
kellygallagher.org

sharemylesson.com
commonlit.org

Desired Results

Sample question to consider for this standard:

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 tasks, purposes, and audiences.

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Comprehension and Collaboration</i>		
<p>Standards: <i>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.</i></p> <p>SL 6.1.A <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p> <p>SL 6.1.B <i>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p>SL 6.1.C <i>Prose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p>SL 6.1.D <i>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>To what extent can a conversation affect change?</i></p> <p><i>Why is discussion important to consensus building?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-Language is a powerful tool that can stir emotions and spark people to act</i> <i>-Effective discussion can be consensus and function as the catalyst for change</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Introduce and rehearse the foundational processes involved in public speaking</i> <i>-Construct open-ended questions appropriate for interviews</i> <i>-Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: literature read in class, school culture issues, or community issues</i> <i>-Introduce the fundamentals of successful and appropriate research (plagiarism vs. paraphrasing, outlining, note-taking, appropriate sources).</i> <i>-Examine and critique a model of a successful and age appropriate interview</i> <i>-Identify pros/cons of a class initiated topic</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Understand it is necessary to work and discuss in collaborative groups</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-One-on-one interview with a classmate using open-ended questions generated by the student</i> <i>-Create a multimedia presentation to inform an audience about a given topic</i> 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com

<p><i>about a given topic</i></p> <p><i>-Present a well rehearsed oral presentation (at least 2 minutes) to a classmate based on a topic chosen by the student</i></p>	<p>opened.com</p> <p>amybenjamin.com</p>
<p>Equipment Needed</p> <p>Teachers may use the following:</p> <p>-Internet Access</p> <p>-Periodicals</p> <p>-Technology for listening and discussion</p>	<p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Desired Results	
<p>Sample question to consider for this standard:</p> <p><i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p>	

[SL 6.2](#) 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How can different types of messages be interpreted?</i></p> <p><i>How does media hook and hold their audience?</i></p>	<p><i>Students will understand that:</i></p> <p><i>-Interpreting a speaker's message requires careful listening skills</i></p> <p><i>-A speaker's message may offer valuable insight to a particular topic</i></p> <p><i>-Speaker's message requires careful listening skills</i></p> <p><i>-Why the speaker's message has value</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>-Work with partners to interpret and identify the main idea of a text provided visually and verbally</i></p> <p><i>-Create and share multi-media presentations to paraphrase read aloud texts</i></p>
Content Statements		
<p><i>Students will be able to:</i></p> <p><i>-Understand that specific language used in multiple formats determines the intent of the speaker</i></p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p>		<p>achievethecore.org</p> <p>kbumreading.com</p>

-Create a multi-media presentation public service announcement related to school culture or community with an emphasis on the hook	scholastic.com	readingandwritingproject.org
	frontrowed.com	simplek12.com
	newsworks.org	janrichardsonguidedreading.com
	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
Teachers may use the following:	readworks.org	biguniverse.com
-Leveled reading books and discussion groups	pbslearningmedia.org	readingrocket.org
-Technology for listening and discussion	poetryfoundation.org	sharemylesson.com
	kellygallagher.org	commonlit.org
Desired Results		
Sample question to consider for this standard:		
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, or orally.		

[SL 6.3](#) 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Deconstruct a speaker's argument and specific claims, distinguishing claims that are not supported by reasons and evidence from claims that are not.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to support one's opinion?	Students will understand that: -Claims must be supported by reason and evidence	To assist in meeting this standard, students may: -Observe and define the components of a round table discussion (e.g., Meet the Press) -Observe and define the components of a political debate -Review persuasive arguments and strategies
Content Statements		
Students will be able to: -Understand an argument and/or claim must be supported with valid reasoning and evidence		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Present an oral report on the findings related to speaker's argument, identify claims that supported versus claims that are not in a small group setting (2-3 in each group)		achievethecore.org scholastic.com frontrowed.com
		kbumreading.com readingandwritingproject.org simplek12.com

are not in a small group setting (2-3 in each group)	newsworks.org	janrichardsonguidedreading.com
	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
Teachers may use the following: -Discussion groups -Technology for listening and discussion -Writing Journal	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric		

[SL 6.4](#) 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
What do good speakers need to include for their speeches to be meaningful and effective? Why do we use persuasion?	Students will understand that: -A speaker's presentation must be clearly organized and logical to ensure transfer of knowledge -Eye contact assists in engaging the listener	To assist in meeting this standard, students may: -Review classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic -Define the elements of persuasion -Recognize the elements of personal credibility -Develop methods to analyze other students' speeches -Understand outlining main ideas
Content Statements	-Adequate volume and clear pronunciation are important components of public speaking -Organization of ideas, including descriptions, facts, and details, is essential in presenting an idea orally	
Students will be able to: -Organize ideas logically -Use eye contact, volume, and pacing to engage an audience -Identify the characteristics of a persuasive speech		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Prepare and deliver a 3 minute speech designed to persuade the audience to a particular point of view involving a topic related to civic, health, or environmental issues 	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Graphic organizers and rubric 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audiences</p>		

[SL 6.5](#) | 2018

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Presentation of Knowledge and Ideas</i>		
Standards: <i>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What are the pros and cons of using technology to clarify and/or enhance information?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Technology can enhance expression and communication 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Design book jackets containing author's name, title, setting, characters, conflicts, and themes utilizing the appropriate technological applications -Create and record digital advertisements, emphasizing themes and demonstrate supporting elements found in literacy selections -Conduct Interviews -Prepare a PowerPoint presentation to include media and sound bites
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify appropriate multimedia tools that will support findings and/or 		

support findings and/or claims		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claim	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

[SL 6.6](#) | 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to adapt speech for a target audience?	Students will understand that: -Successful speeches require preparation	To assist in meeting this standard, students may: -Watch public speeches, identify strengths and weaknesses. Model good speaking habits -Identify specific vocabulary used in persuasive speeches, as well as in critiquing -Speaking extemporaneously on a topic for different audiences
Content Statements		
Students will be able to: -Promote public speaking -Maintain steady and consistent eye contact with an audience		

<i>audience</i> -Speak in a strong, clear voice (appropriate volume and enunciation) -Gain confidence speaking in front of an audience		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i> -Deliver a 2 minute speech on something the students feels strongly about, with a focus on 21st Century issues, e.g., global warming, animal rights, farming industry, health issues, issues of gender, race, or equality	achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org	
Equipment Needed	readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org	
Desired Results		
<i>Sample question to consider for this standard:</i> <i>Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.</i>		

Domain: Language		
Cluster: Conventions of Standard English		
<p>Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L 6.1.B Use intensive pronouns (e.g., myself, ourselves).</p> <p>L 6.1.C Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L 6.1.D Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).</p> <p>L 6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</p> <p>To what extent does knowledge of pronouns impact written and spoken communication?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The conventions of English grammar help readers understand what is being communicated. -Knowledge of pronoun usage facilitates writing and speaking for different purposes 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -In pairs, construct sentences describing a photograph using nouns, repeat activity using pronouns -Engage in identifying pronouns in a reading passage and categorize those pronouns as being personal, possessive, relative, or reflexive
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate command of Standard English grammar during oral and written communication. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback to other students' work 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed		<p>newsela.com</p> <p>learningally.org</p>

Teachers may use the following: -Writing Journals/Notebooks -Writing rubrics	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

Mrs. Perkins, to _____ should I address my letter?
Which pronoun correctly completes this sentence?

[L 6.2](#) | 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L 6.2.A Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
L 6.2.B Spell correctly.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does knowledge of grammar and mechanics help me to become a better writer?	Students will understand that: -Application of proper mechanics in writing promotes effective written communication	To assist in meeting this standard, students may: -Engage in small collaborative groups whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts -Model a minilesson for their peers, teaching one rule specific to capitalization, punctuation, or spelling -Engage in process writing utilizing proper mechanic -Participate in editing a teacher selected passage using the correct spelling, punctuation, and capitalization
Content Statements Students will be able to: -Demonstrate command of Standard English rules of capitalization, punctuation, and spelling when writing		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Students will complete word building activities using a specific spelling skill Participate in a teacher conference to discuss a writing piece		achievethecore.org scholastic.com frontrowed.com kbumreading.com readingandwritingproject.org simplek12.com

<p>-Participate in a teacher conference to discuss a writing piece</p> <p>-Students will provide feedback to there student's work (editing for correct capitalization and punctuation)</p>	<p>newsworks.org</p> <p>opened.com</p>	<p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
<p>Equipment Needed</p>	<p>newsela.com</p>	<p>learningally.org</p>
<p>Teachers may use the following:</p> <p>-Appropriate word building games</p> <p>-Chrome Books</p> <p>-Grammar websites</p> <p>-Writing Rubrics</p>	<p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>	<p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p><u>Mr. Denny who works at my school</u> lives in our neighborhood.</p> <p>What is the correct way to write the underlined part of the sentence?</p>		

[L 6.3](#) 2018

<p>Domain: Language</p>		
<p>Cluster: Knowledge of Language</p>		
<p>Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L 6.3.B Maintain consistency in style and tone.</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>To what extent do to the rules of language affect communication?</p> <p>To what extent does word choice affect the message being conveyed?</p>	<p>Students will understand that:</p> <p>-Effectively using the conventions of standard English when writing, speaking, reading, or listening</p>	<p>To assist in meeting this standard, students may:</p> <p>-Engage in a debate of controversial issues and support their position with precise content-specific concepts, words, and phrases</p> <p>-Engage in peer assessment of debates using rubrics, offering classmates feedback based on rubric criteria</p> <p>-Construct an argumentative essay implementing peer feedback</p>
<p>Content Statements</p> <p>Students will be able to:</p> <p>-Use knowledge of language</p>		

<i>and its conventions when writing, speaking, reading, or listening</i>		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Participate in a Debate -Students will provide feedback to other student's work (editing as necessary)	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teachers may use the following: -Writing Journals/Notebooks -Chrome Books		
Desired Results		
Sample question to consider for this standard: Crazy Horse was a great leader of the Sious. He is remembered as a great Indian warrior. What is the best way to combine the two sentences?		

[L 6.4](#) | 2018

Domain: Language
Cluster: Vocabulary Acquisition and Use
<p>Standards: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a wide range of strategies.</p> <p>L 6.4.A 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.</p> <p>L 6.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a words (e.g., audience, auditory, audible).</p> <p>L 6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</p> <p>L 6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context</p>

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why do readers need to pay attention to a writer's choice of words?</i></p> <p><i>To what extent does knowledge of etymology enlarge the scope of one's vocabulary?</i></p> <p><i>How does knowledge of language assist in drawing multiple meaning of words and phrases?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Words powerfully affect meaning -Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc. -Construct meaning of words based on context clues provided within the given passage -Create bookmarks that identify multiple strategies students can use when determining the meaning of words (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary) -Create a PowerPoint to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes -Collaborate to navigate and explain how to use various reference sites such as dictionary.com -Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes
Content Statements		
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner -Determine the proper part of speech which will effectively convey their intended message 		
Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create Vocabulary stories -Create a podcast -Use exit slips 	achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Writing Journals/Notebooks -Chrome Books 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p>		

Which word is based on a Latin root meaning "to come into being?"

L 6.5 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
<p>Standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>L 6.5.B Use the relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L 6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is figurative language a lifeline to written creativity?</p> <p>How do good readers construct meaning from text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a skit enacting the meaning of an idiom -Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side -Describe sensory details of a particular type of object utilizing specific forms of figurative language with his/her song lyrics -Compare and contrast how connotation and denotation changes the meaning of a sentence
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Generate writing samples that effectively utilize literary devices -Responses to literature should demonstrate understanding of how literary devices enhance writing/meaning of a passage -Oral presentation utilizing technological tools highlighting creative use of literary devices 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p>
Equipment Needed		<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p>
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Writing Journals/Notebooks 		

-Internet -Chrome Books	poetryfoundation.org kellygallagher.org	sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

What does the expression "the apple doesn't fall far from the tree" mean?

[L 6.6](#) 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does word choice affect one's intended message?	Students will understand that: -Academic and domain specific words enable individuals to effectively expand their communication and comprehension	To assist in meeting this standard, students may: -When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships -Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to spatial and temporal relationships
Content Statements Students will be able to: Effectively communicate academic and domain specific words		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Create a speech appropriately applying domain specific vocabulary -Create a PowerPoint presentation to augment speech		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com
Teachers may use the following: -Writing Journals/Notebooks -Chrome Books		

Desired Results

Sample question to consider for this standard:

Write a sentence for each word below. Identify each as an academic or domain-specific word.