

The Student Will...

| Objective(s) | Alignment | Essential Questions | Understandings | Suggested Assessments |
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| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | RL.1.6 | What is the importance of the Library Media Center? | Libraries are places where lifelong learning takes place. | Standardized achievement tests |
| 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. | RL.2.6 | Why does a library media center have a system of organization? | Members of a learning community exhibit responsible behavior toward people and materials. | Teacher generated tests/quizzes |
| 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. | RL.3.6 | How does literature enrich your life? | | Authentic assessments |
| 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. | RL.4.6 | How does understanding a text's structure help me better understand its meaning? | | Self assessment |
| Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | RL.5.6 | | | Peer assessment |
| Explain how an author develops the point of view of the narrator or speaker in a text. | RL.6.6 | | | Portfolio |
| 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. | RL.7.6 | | | |

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| Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | RL.9.6 | | | |
| By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.10.6 | | | |
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI.1.6 | | | |
| Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments | RI.2.6 | | | |
| Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | RI.3.6 | | | |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | RI.4.6 | | | |
| 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. | RI.5.6 | | | |
| Analyze the use of text features (e.g., graphics, headers, captions) in popular media. | RI.5.6 | | | |

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| Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | RI.6.6 | | | |
| Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | RI.7.6 | | | |
| Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | RI.8.6 | | | |
| Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | RI.9.6 | | | |
| By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.10.6 | | | |
| Write arguments to support claims with clear reasons and relevant evidence. | W.1.6 | | | |
| Introduce claim(s) and organize the reasons and evidence clearly. | W.1.6 | | | |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | W.1.6 | | | |
| Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | W.1.6 | | | |
| Establish and maintain a formal style. | W.1.6 | | | |

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| Provide a concluding statement or section that follows from the argument presented. | W.1.6 | | | |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | W.2.6 | | | |
| Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | W.2.6 | | | |
| Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | W.2.6 | | | |
| Use appropriate transitions to clarify the relationships among ideas and concepts. | W.2.6 | | | |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | W.2.6 | | | |
| Provide a concluding statement or section that follows from the information or explanation presented. | W.2.6 | | | |
| Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | W.3.6 | | | |

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| 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.3.6 | | | |
| Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | W.3.6 | | | |
| Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | W.3.6 | | | |
| Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | W.3.6 | | | |
| Provide a conclusion that follows from the narrated experiences or events. | W.3.6 | | | |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.4.6 | | | |
| 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 | W.5.6 | | | |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | W.6.6 | | | |

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| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | W.7.6 | | | |
| Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | W.8.6 | | | |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.9.6 | | | |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W.10.6 | | | |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | SL.1.6 | | | |
| 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. | SL.1.6 | | | |
| Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | SL.1.6 | | | |

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| Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | SL.1.6 | | | |
| Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | SL.1.6 | | | |
| Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | SL.2.6 | | | |
| Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | SL.3.6 | | | |
| Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | SL.4.6 | | | |
| Plan and deliver an informative/ explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. | SL.4.6 | | | |

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| Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | SL.5.6 | | | |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | SL.6.6 | | | |