

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the middle school classrooms. Through modeling and constant exposure, these essential standards should be mastered by the end of middle school (grades 6-8).

1.2 Reading Informational Text

CC.1.2.6.A	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 judgements.
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.6.A	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 judgements.
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and or/generalizations drawn from the text.
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting and plot.
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. -change to yellow
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.6.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1.4 Writing

All writing genres should place emphasis on these standards.	CC.1.4.6.D Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
	CC.1.4.6.E.2 Use sentences of varying lengths and complexities.
	CC.1.4.6.E.3 Develop and maintain a consistent voice
	CC.1.4.6.E.4 Establish and maintain a formal style
	CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.5 Speaking and Listening

CC.1.5.6.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

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Quarter 1

Routines

✓ Grade 6, Q1 should focus on the narrative writing form.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Craft and Structure	
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas	
CC.1.2.6.G	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.
CC.1.2.6.H	Evaluate the author's argument by examining claims and determining if they are supported by evidence.
CC.1.2.6.I	Examine how authors present similar information in different types of text.
Vocabulary Acquisition and Use	
CC.1.2.6.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
1.3 Reading Literature	
Key Ideas and Details	
CC.1.3.6.A	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 judgements.
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and or/generalizations drawn from the text.
Craft and Structure	
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting and plot.
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. -change to yellow
Integration of Knowledge and Ideas	
CC.1.3.6.G	Compare and contrast the experiences of reading a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film)
Vocabulary Acquisition and Use	
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.6.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Range of Reading	
CC.1.3.6.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
1.4 Writing	
Narrative	
CC.1.4.6.M	Write narratives to develop real or imagined experiences or events.

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CC.1.4.6.N	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame to another; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.6.Q.1	Vary sentence patterns for meaning, reader/listener interest and style.
CC.1.4.6.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
CC.1.4.6.Q.2	Use precise language.
CC.1.4.6.Q.3	Develop and maintain a consistent voice.
CC.1.4.6.Q	Write with an awareness of stylistic aspects of writing.
CC.1.4.6.O	Use narrative techniques such a dialogue, description and pacing to develop experiences and events and/pr characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<i>Response to Literature</i>	
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
<i>The Writing Process</i>	
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach.
<i>Credibility, Reliability and Validity of Sources</i>	
CC.1.4.6.W	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 of sources. Explicitly teach what plagiarism is and is not.
<i>Range of Writing</i>	
CC.1.4.6.X	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.
<i>1.5 Speaking and Listening</i>	
<i>Comprehension and Collaboration</i>	
CC.1.5.6.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<i>Conventions of Standard English</i>	
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

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Quarter 2

Routines

✓ Grade 6, Q2 should focus on the Informative/Explanatory writing form.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Key Ideas and Details	
CC.1.2.6.A	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 judgements.
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
CC.1.2.6.C	Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.
Craft and Structure	
CC.1.2.6.D	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters or sections.
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas	
CC.1.2.6.H	Evaluate the author's argument by examining claims and determining if they are supported by evidence.
Vocabulary Acquisition and Use	
CC.1.2.6.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
Range of Reading	
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading Literature	
Key Ideas and Details	
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and or/generalizations drawn from the text.
1.4 Writing	
Informative/Explanatory	
CC.1.4.6.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.6.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.6.D	Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.E	Write with an awareness of the stylistic aspects of composition.
CC.1.4.6.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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CC.1.4.6.E.2	Use sentences of varying lengths and complexities.
CC.1.4.6.E.3	Develop and maintain a consistent voice
CC.1.4.6.E.4	Establish and maintain a formal style
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<i>Response to Literature</i>	
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
<i>The Writing Process</i>	
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach.
<i>Credibility, Reliability and Validity of Sources</i>	
CC.1.4.6.W	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 of sources. Explicitly teach what plagiarism is and is not.
<i>Range of Writing</i>	
CC.1.4.6.X	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.
<i>1.5 Speaking and Listening</i>	
<i>Conventions of Standard English</i>	
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

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Quarter 3

Routines

✓ Grade 6, Q3 should focus on the Informative/Explanatory writing form.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Key Ideas and Details	
CC.1.2.6.A	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 judgements.
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
CC.1.2.6.C	Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.
Craft and Structure	
CC.1.2.6.D	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters or sections.
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas	
CC.1.2.6.G	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.
CC.1.2.6.I	Examine how authors present similar information in different types of text.
Vocabulary Acquisition and Use	
CC.1.2.6.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
Range of Reading	
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading Literature	
Key Ideas and Details	
Craft and Structure	
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a text.
Integration of Knowledge and Ideas	
CC.1.3.6.H	Compare and contrast a fictional portrayal of a time, place, character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Vocabulary Acquisition and Use	
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.6.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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1.4 Writing	
Informative/Explanatory	
CC.1.4.6.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.6.B	Identify and introduce the topic for the intended audience.
CC.1.4.6.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.6.D	Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.E	Write with an awareness of the stylistic aspects of composition.
CC.1.4.6.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.6.E.2	Use sentences of varying lengths and complexities.
CC.1.4.6.E.3	Develop and maintain a consistent voice
CC.1.4.6.E.4	Establish and maintain a formal style
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
The Writing Process	
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach.
Technology and Publication	
CC.1.4.6.U	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.
Conducting Research	
CC.1.4.6.V	Conduct short research projects to answer a question, drawing on several resources and refocusing the inquiry when appropriate.
Credibility, Reliability and Validity of Sources	
CC.1.4.6.W	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 of sources. Explicitly teach what plagiarism is and is not.
Range of Writing	
CC.1.4.6.X	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.
1.5 Speaking and Listening	
Comprehension and Collaboration	
CC.1.5.6.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Conventions of Standard English	
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

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Quarter 4

Routines

✓ Grade 6, Q4 should focus on the Opinion/Argumentative writing form.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Craft and Structure	
CC.1.2.6.D	Determine the author’s point of view or purpose in a text and explain how it is conveyed in the text.
CC.1.2.6.E	Analyze the author’s structure through the use of paragraphs, chapters or sections.
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas	
CC.1.2.6.G	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.
CC.1.2.6.H	Evaluate the author’s argument by examining claims and determining if they are supported by evidence.
CC.1.2.6.I	Examine how authors present similar information in different types of text.
Vocabulary Acquisition and Use	
CC.1.2.6.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
1.3 Reading Literature	
Craft and Structure	
CC.1.3.6.D	Determine an author’s purpose in a text and explain how it is conveyed in a text.
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting and plot.
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. -change to yellow
Vocabulary Acquisition and Use	
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.6.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
1.4 Writing	
Opinion/Argumentative	
CC.1.4.6.G	Write arguments to support claims.
CC.1.4.6.H	Introduce the topic and state an opinion on the topic.
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
CC.1.4.6.J	Organize the claim(s) with clear reasons and evidence clearly; clarify the relationships among claim(s) and reasons by using words, phrases and clauses; provide a concluding statement or section that follows from the argument presented.

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CC.1.4.6.K	Write with an awareness of stylistic aspects of composition.
CC.1.4.6.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.6.K.2	Use sentences of varying lengths and complexities.
CC.1.4.6.K.3	Develop and maintain a consistent voice.
CC.1.4.6.K.4	Establish and maintain a formal style.
CC.1.4.6.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation and spelling.
Response to Literature	
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
The Writing Process	
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach.
Technology and Publication	
CC.1.4.6.U	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.
Conducting Research	
CC.1.4.6.V	Conduct short research projects to answer a question, drawing on several resources and refocusing the inquiry when appropriate.
Credibility, Reliability and Validity of Sources	
CC.1.4.6.W	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 of sources. Explicitly teach what plagiarism is and is not.
Range of Writing	
CC.1.4.6.X	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.
1.5 Speaking and Listening	
Comprehension and Collaboration	
CC.1.5.6.B	Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
CC.1.5.6.C	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.
Presentation and Integration of Knowledge and Ideas	
CC.1.5.6.D	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
CC.1.5.6.E	Adapt speech to a variety of context and tasks.
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.
Conventions of Standard English	
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.