Essential Questions:
1. In what ways does creative choice impact an audience?
2. Whose story is it and why does it matter?
3. What do good readers do?
4. Am I clear about what I just read? How do I know?
5. Author's Choice: why does it matter?
6. What makes a good story a "great" story?
7. Why do the rules of language matter?
8. Communicating clearly: what does it take?
9. What do good writers do?
10. What is my purpose and how do I develop it?
11. What makes collaboration meaningful?
12. Making meaning from a variety of sources: What will help?
13. What makes a presentation "great"?
14. "What I say" versus "how I say it", does it really matter?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
Unit 8 begin on p. 884 **Argumentative Writing**	**READING INFORMATIONAL** **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.2** 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.	**READING INFORMATIONAL** ● Define textual evidence ● Define inferences ● Explain how reader uses textual evidence ● Support inferences with text ● Analyze evidence to support inference(explicit and implicit) ● Define central ideas ● Analyze text to determine how an author uses details to convey central idea ● Define summary	Reading Journals Quizzes Tests Daily assignments Benchmark Assessment Pre-test writing (dates to be determined)	Unit 8, MAISA UNIT Argument Paragraph: Make a claim and support it.

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	RI.6.3 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.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **RI.6.8** 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.6.9** 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).	● Compose summary ● Distinguish which individuals, events, ideas are key to text ● Explain how Author's examples informs reader ● Analyze author's choice of details and anecdotes impacts text ● Define and identify figurative language ● Distinguish between literal and figurative language ● Recognize differences between denotative and connotative meanings ● Recognize technical meaning of words ● Analyze word choice for mood ● Define point of view ● Determine point of view ● Analyze how point of view is developed ● Identify the side of an argument an author presents ● Determine credibility of an author ● Identify fact vs. opinion ● Evaluate an argument with evidence		**Session 1** • Fact vs. Opinion activity • Fact vs. opinion in writing handout **Session 2** • Argument concepts Anchor chart • Here's the evidence • Name that Evidence (2 pages) **Session 3** • Dissecting the Prompt handout • Argument Paragraph Pre-Writing handout • Videos Detroit Educator: http://www.youtube.com/watch?v=-yrflMbt9Wo

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
	LANGUAGE **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b) Spell correctly. **WRITING** **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	● Recognize how author's point of view affects presentation ● Explain the characteristics of different forms of text ● Compare/contrast forms of text **LANGUAGE** ● Define non-restrictive and restrictive elements of a sentence ● Enclose restrictive and parenthetical elements with commas ● Set apart non-restrictive elements and parenthetical elements using dashes and parenthesis ● Identify misspelled words ● Use resources to assist in spelling **WRITING** ● Select a topic ● Identify/ gather relevant information ● Present to audience in a formal style ● Define organizational and formatting structures		**About.com** http://video.about.com/712educators/Pros-and-Cons-of-Year-Round-Education.htm **Session 4 & 5** ● Evaluating Web Sites Tutorial http://lib.colostate.edu/tutorials/webeval.html ● Credible Sources on the Internet handout ● Website Credibility activity ● You Select the Evidence activity **Session 6** ● Citing Sources handout (2 Pages) **Session 7** ● Argument

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Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
	c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from the argument presented. **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach **W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	● Analyze information ● Identify vocabulary ● Organize information ● Identify writing style to fit task/purpose/audience ● Use organizational and formatting structures ● Compose clear and logical writing that demonstrates understanding of a writing style ● Use prewriting strategies ● Recognize a well-developed piece ● Use prewriting strategies ● Recognize a well-developed piece of writing ● Apply revision strategies with the help of others ● Edit writing ● Prepare multiple drafts to strengthen writing ● Recognize when help is needed ● Recognize requirements of different writing tasks ● Determine a writing format and style to fit purpose, task, audience ● Write for a variety of reasons		Paragraph Rubric ● Argument Paragraph Revision handout **Session 9** ● Review the Post Revision Reflection Anchor Chart.

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources

	SPEAKING AND LISTENING
	
	SL.6.1
	Engage effectively in a range of collaborative discussions with diverse partners on Grade 6 text, topics, and issues, building on others' ideas, and expressing their own clearly.
	    a) 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.
	    b) Follows rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	
	    c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	    d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
		SPEAKING AND LISTENING
		● Review the required material to be discussed.
		● Create questions and locate key textual evidence to contribute to a discussion.
		● Identify the rules and roles necessary for collaborative discussion.
		● Come prepared with key points and textual evidence to contribute to a discussion.
		● Participate in a discussion
		● Pose questions
		● Respond to questions
		● Elaborate on ideas
		● Review key ideas
		● Paraphrase other's ideas
		● Explain how media and formats add meaning to a topic, text or issue.
		● Identify the side of an argument a speaker/writer presents
		● Identify claims that are supported by facts and those that are opinions.
		● Evaluate a speaker's argument using evidence provided.		

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
	SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. **SL. 6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.	● Determine a logical sequence for presenting claims or findings ● Support claims with pertinent description, facts and details that support the main idea or themes ● Present information using appropriate eye contact, adequate volume, and clear pronunciation.		