



## TERM 1

### MS College and Career Readiness Standards

Term 1 Dates/ myPerspectives Unit	MS College and Career Readiness Standards
August 12-16  Unit 1 Day 1-5	<p><b>Reading</b> 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. RI.6.10 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.</p> <p><b>Writing</b> W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language</b> L.6.6 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.</p>
August 19-23  Unit 1 Day 6-10	<p><b>Reading</b> RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Language</b> L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.* L.6.5 Interpret figures of speech (e.g., personification) in context.</p>
August 26-30  Unit 1 Days 11-15	<p><b>Reading</b> RI.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Writing</b> W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p>
September 3-6  Unit 1 Days 16-20	<p><b>Reading</b> RI.6.10 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.</p> <p><b>Writing</b> W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>



	<p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Language</b></p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.5 Interpret figures of speech (e.g., personification) in context.</p>
<p>September 9-13</p> <p>Unit 1 Day 21-25</p>	<p><b>Reading</b></p> <p>RI.6.5 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.</p> <p>RI.6.7 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.</p> <p><b>Writing</b></p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Language</b></p> <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.4a 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.6.4b Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
<p>September 16-20</p> <p>Unit 1 Day 26-30</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.6.5 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.</p> <p>RL.6.4 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.</p> <p>RL.6.7 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.</p> <p>RL.6.9 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><b>Writing</b></p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>



	<p>W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e Establish and maintain a formal style.</p> <p>W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>Language</b></p> <p>L.6.2 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p> <p>L.6.2b Spell correctly.</p> <p>L.6.5 Interpret figures of speech (e.g., personification) in context.</p>
September 23-27	<p><b>Reading</b></p> <p>RL.6.10 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.</p> <p>RI.6.10 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.</p>
Unit 1 Day 31-35	<p><b>Writing</b></p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>
Sept. 30 - Oct. 4	Review of Unit 1 Standards
October 7-11	BMAs/1st 9 Week Assessments



## TERM 1

### Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

#### **Reading**

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4 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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RL.6.10 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.

RI.6.10 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.

#### **Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

#### **Language**

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.6.6 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.



**TERM 2**

**MS College and Career Readiness Standards**

Term 2 Dates/ myPerspective s Unit	MS College and Career Readiness Standards
October 15-18  Unit 2 Days 1-4	<p><b>Reading</b>            RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.</p> <p><b>Writing</b>            W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>Language</b>            L.6.6 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.</p>
October 22-25  Unit 2 Days 5-8	<p><b>Reading</b>            RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Writing</b>            W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.            W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.            W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.            W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Language</b>            L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*            L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).            L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Oct. 28 - Nov. 1  Unit 2 Days 9-13	<p><b>Reading</b>            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).</p> <p><b>Writing</b>            W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.            W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
November 4-8	<p><b>Reading</b>            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).</p>



<p>Unit 2 Days 14-18</p>	<p>RI.6.5 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.</p> <p><b>Writing</b></p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2e Establish and maintain a formal style.</p> <p><b>Language</b></p> <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1e 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>
<p>November 11-15</p> <p>Unit 2 Days 19-23</p>	<p><b>Reading</b></p> <p>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).</p> <p>RI.6.5 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.</p> <p><b>Writing</b></p> <p>W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Language</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>November 18-22</p> <p>Unit 2 Days 23-28</p>	<p><b>Reading</b></p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI. 6.7 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.</p> <p><b>Language</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.6.1b Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>



December 2-6  Unit 2 Days 29-33	<b>Reading</b> RL.6.7 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. <b>Writing</b> W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
December 9-12	Review
December 16-20	BMAs/2nd 9 Week Assessments



## TERM 2

### Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

#### Reading

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4 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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RL.6.10 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.

RI.6.10 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.

#### Writing

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

#### Language

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.6.6 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.





## TERM 3

### MS College and Career Readiness Standards

Term 3 Dates/ myPerspectives Unit	
January 6-10  Unit 3 Days 1-Day 5	<p><b>Reading</b></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.</p> <p>RL.6.5 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.</p> <p><b>Language</b></p> <p>L.6.6 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.</p>
January 13-17  Unit 3 Days 6-10	<p><b>Reading</b></p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.5 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.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Writing</b></p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1d Establish and maintain a formal style.</p> <p>W.6.1e Provide a concluding statement or section that follows from the argument presented.</p> <p><b>Language</b></p> <p>L.6.1 Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.3b Maintain consistency in style and tone.</p> <p>L.6.4b Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.5 Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.3b Maintain consistency in style and tone.</p>
January 21-24  Unit 3 Days 11-15	<p><b>Reading</b></p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RL.6.4 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.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>



	<p>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</p> <p>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).</p> <p><b>Writing</b></p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>Language</b></p> <p>L.6.1 Ensure that pronouns are in the proper case (subjective, objective, possessive)</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.4b Maintain consistency in style and tone.</p> <p>L.6.4a 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.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5a Interpret figures of speech (e.g., personification) in context.</p>
January 27-31  Unit 3 Days 16-20	<p><b>Reading</b></p> <p>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.</p> <p><b>Writing</b></p> <p>W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>
February 3-7  Unit 3 Days 21-25	<p><b>Reading</b></p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.</p> <p>RL.6.5 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.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Writing</b></p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>Language</b></p> <p>L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>



February 10-14  Unit 3 Days 26-30	<p><b><u>Reading</u></b> RI.6.10 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.</p> <p><b><u>Writing</u></b> W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b><u>Language</u></b> L.6.4 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>
February 18-21  Unit 3 Days 31-35	<p><b><u>Reading</u></b> RL.6.10 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. RI.6.10 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.</p> <p><b><u>Writing</u></b> W.6.1a Introduce claim(s) and organize the reasons and evidence clearly. W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b><u>Language</u></b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
February 24-28	Review of Unit 3 standards
March 3-7	BMA's/3rd 9 Week Assessments



## TERM 3

### Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

#### **Reading**

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RI.6.4 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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.10 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.

RI.6.10 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.

#### **Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

#### **Language**

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.6.6 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.



## TERM 4

Term 4 Dates/ myPerspectives Unit	MS College and Career Readiness Standards
March 17-21  Unit 4 Days 1-5	<p><b>Reading</b> 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. RI.6.10 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.</p> <p><b>Writing</b> 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.</p> <p><b>Language</b> L.6.6 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.</p>
March 25-28  Unit 4 Days 6-9	<p><b>Reading</b> 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.6.5 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.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Language</b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>
March 31 - April 4  Unit 4 Days 10-14	<p><b>Reading</b> RI.6.5 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.6.7 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.</p> <p><b>Writing</b> W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p>



	<p>W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e Establish and maintain a formal style</p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>Language</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>
<p>April 7-11</p> <p>Unit 4 Days 15-19</p>	<p><b>Reading</b></p> <p>RI.6.10 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.</p> <p><b>Writing</b></p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Language</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.4a 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>April 14-17</p> <p>Unit 4 Days 20-23</p>	<p><b>Reading</b></p> <p>RI.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.6.4 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</p> <p><b>Writing</b></p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>



	<p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>Language</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.5a Interpret figures of speech (e.g., personification) in context.</p>
<p>April 22-25</p> <p>Unit 4 Days 24-27</p>	<p><b>Reading</b></p> <p>RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.</p> <p>RI.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Writing</b></p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2e Establish and maintain a formal style</p> <p><b>Language</b></p> <p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>L.6.1e 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> <p>L.6.4a 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.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words</p> <p>L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
<p>April 28 - May 2</p> <p>Unit 4 Days 28-32</p>	<p><b>Reading</b></p> <p>RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.</p> <p>RI.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Writing</b></p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>



	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3e Provide a conclusion that follows from the narrated experiences or events
May 5-6  Unit 4 Days 33-36	*Pacing of final weeks of unit 4 TBD based on MAAP testing schedule.





## TERM 4

### Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

#### **Reading**

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4 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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RL.6.10 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.

RI.6.10 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.

#### **Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

#### **Language**

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.6.6 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.