

# Quarter 1 Task

Big Ideas	Common Assessment Task	District Suggested Checkpoints
<p><b>1<sup>st</sup> Quarter</b></p> <p><b>Mode:</b></p> <p><b>Informational Explanatory</b></p> <p><b>Essential Standards:</b>            RI/RL.6.1            RI/RL. 6.2            W.6.2</p> <p><b>Supporting Standards</b></p>	<p>District 22-23 Curriculum Framework Task</p> <p>Or</p> <p>After gathering information on a topic, write an essay that explains the topic with relevant facts, definitions, and/or details.</p>	<p><b>Checkpoints should be based on student pre-assessment data and PLC conversations.</b> Teachers may add checkpoints as they see fit.</p> <p>Checkpoint 1: Write a thesis statement a thesis to introduce the chosen topic.</p> <p>Checkpoint 2: Uses an organizational structure that supports the topic and aids comprehension (compare/contrast, cause/effect, definition).</p> <p>Checkpoint 3: Recognizes, understands, and knows the difference between relevant and irrelevant facts and/or details. Uses appropriate facts to topic.</p>

# Quarter 2 Task

Big Ideas	District Common Assessment Task	District Suggested Checkpoints
<p><b>2<sup>nd</sup> Quarter</b></p> <p><b>Mode:</b></p> <p><b><u>Narrative</u></b></p> <p><b>Essential Standards:</b></p> <p>RL.6.1 RL.6.2 RL.6.4</p> <p>W.6.3</p> <p><b>Supporting Standards:</b></p> <p>L.6.1</p>	<p>District 22-23 Curriculum Framework Task</p> <p>Or</p> <p>Write a real or imagined narrative to convey an experience or describe a person or a place.</p>	<p><b>Checkpoints should be based on student pre-assessment data and PLC conversations.</b> Teachers may add checkpoints as they see fit.</p> <p>Checkpoint 1: Establishes a context and introduces a narrator and/or characters</p> <p>Checkpoint 2: Can use a variety of narrative techniques, as determined by teacher, to develop experience, events, and or characters.</p> <p>Checkpoint 3: Can use a variety of transition words and/or phrases to convey sequence.</p> <p>Checkpoint 4: Can use descriptive details and sensory language</p>

# Quarter 3 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Checkpoints
<p><b>3<sup>rd</sup> Quarter</b></p> <p><b>Mode:</b></p> <p><b>Argument</b></p> <p><b>Essential Standards:</b></p> <p>RI.6.1/RL.6.1            RI.6.2/RL.6.2            RI.6.8            W.6.1            RI.6.8</p> <p><b>Supporting Standards:</b></p> <p>L.6.1            RI.6.4</p>	<p>District 22-23 Curriculum Framework Task</p> <p>Or</p> <p>Write an argument (on a topic of your choice)* that supports a claim.</p> <p>*May be selected by the teacher. May be on literary or informational text.</p>	<p><b>Checkpoints should be based on student pre-assessment data and PLC conversations.</b> Teachers may add checkpoints as they see fit.</p> <p>Checkpoint 1: Write a clear claim, introduce a topic with a claim, and maintain the claim throughout the writing.</p> <p>Checkpoint 2: Select relevant evidence to support claim with evidence-based terms/page number.</p> <p>Checkpoint 3: Organized evidence/reasoning in body paragraphs</p> <p>Checkpoint 4: Write an introduction that clearly introduces the claim and conclusion that follows the argument presented</p>

# Quarter 4 Task

<b>Big Ideas</b>	<b>Culminating Tasks and Assessments</b>	<b>Pre-Assessment Check Points</b>
<p>4<sup>th</sup> Quarter</p> <p><b>Mode:</b></p> <p><u>Research</u></p> <p><b>Essential Standards:</b></p> <p>W.6.1 RI.6.4/RL.6.4 SL.6.1 SL.6.4</p> <p><b>Supporting Standards:</b></p> <p>L.6.1</p>	<p>NEW:</p> <p>Answer a research question by drawing evidence from multiple, relevant sources to build a credible response.</p>	