

GRADING PERIOD: QUARTER 1

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>Variety of literature</li> <li>Text complexity</li> </ul>	<b>6.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Read a variety of literature at grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum based assessments</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> </ul>	
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Plot</li> <li>Narrative</li> <li>Resolution</li> </ul>	<b>6.RL.2.3:</b> Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	<ul style="list-style-type: none"> <li>Explain how a plot unfolds.</li> <li>Explain how characters respond or change.</li> <li>Define a resolution, falling action, rising action, and climax</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Plot</li> <li>Narrative</li> <li>Resolution</li> <li>Rising action</li> <li>Falling action</li> <li>Climax</li> <li>Conflict</li> <li>Exposition</li> </ul>	<b>IMPORTANT TESTED IN READING</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Central Idea</li> </ul>	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Identify the central idea of a text.</li> <li>Use details from the text to support answers.</li> </ul>	<b>CSA.Q1.B-WR,FC Week 5</b>	<ul style="list-style-type: none"> <li>Central idea</li> </ul>	CRITICAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Learning Outcome</b>	<b>6.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> <li>Write constructed responses.</li> <li>Write a narrative essay.</li> <li>Write an informative essay.</li> </ul>		<ul style="list-style-type: none"> <li>Purposes of writing</li> </ul>	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Informative composition</b>	<b>6.W.3.2:</b> Write <b>informative</b> compositions	<ul style="list-style-type: none"> <li>• Write an informative composition.</li> <li>• Introduce a topic</li> <li>• Organize ideas, concepts, and information.</li> <li>• Develop the topic.</li> <li>• Use appropriate transitions.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Write a concluding statement.</li> </ul>	<b>CSA.Q1.C – Essay,FC Week 7</b>	<ul style="list-style-type: none"> <li>• Informative writing</li> <li>• Composition</li> </ul>	CRITICAL
<b>Narrative composition</b> • Exposition	<b>6.W.3.3:</b> Write <b>Narrative</b> compositions	<ul style="list-style-type: none"> <li>• Organize an event sequence.</li> <li>• Explore and review a variety of expositions.</li> <li>• Review a variety of literature with first person narration.</li> <li>• Develop a first person narrator.</li> </ul>	<b>CSA.Q1.A – Story,FC Week 4</b>	<ul style="list-style-type: none"> <li>• First person narrator</li> <li>• Exposition</li> </ul>	CRITICAL
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>WRITING</b>					
<b>Writing Process</b> • Drafts	<b>6.W.4:</b> Apply the <b>writing process</b> that is clear and coherent, with some guidance and support from peers and adults.	<ul style="list-style-type: none"> <li>• Plan and develop a draft.</li> <li>• Revise using appropriate reference materials.</li> </ul>	<b>CSA.Q1.A-Story,FC Week 4</b>	<ul style="list-style-type: none"> <li>• Revise</li> </ul>	IMPORTANT

<p><b>Conventions of Standard English</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>	<p><b>6.W.6.1.a:</b> Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement.</p>	<ul style="list-style-type: none"> <li>Identify subject pronouns.</li> <li>Identify object pronouns.</li> <li>Identify possessive pronouns.</li> <li>Identify reflexive pronouns.</li> </ul>	<p><b>CSA.Q1.D –FC,WR</b> <b>Week 8</b></p>	<ul style="list-style-type: none"> <li>Reflexive pronoun</li> <li>Antecedent</li> <li>Possessive pronoun</li> <li>Subject pronoun</li> <li>Object pronoun</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> </ul>	<p><b>6.W.6.1.b: Adjectives and Adverbs</b></p> <p>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p>	<ul style="list-style-type: none"> <li>Identify adjectives and adverbs.</li> <li>Use adjectives and adverbs to improve word choice in writing.</li> </ul>	<p><b>CSA.Q1.D –FC,WR</b> <b>Week 8</b></p>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Article adjectives</li> <li>Word choice</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>Verbs</li> </ul>	<p><b>R.W.6.1.c: Verbs –</b></p> <p>Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).</p>	<ul style="list-style-type: none"> <li>Identify and use action verbs.</li> <li>Identify linking verbs.</li> <li>Identify helping verbs.</li> <li>Identify verb tenses. -Past/Present/Future</li> </ul>	<p><b>CSA.Q1.D –FC,WR</b> <b>Week 8</b></p>	<ul style="list-style-type: none"> <li>Linking Verbs</li> <li>Action Verbs</li> <li>Helping Verbs</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>SPEAKING AND LISTENING</b>					
<b>Learning Outcome</b> • Group Presentation	<b>6.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>• Participate in a variety of communication opportunities.</li> <li>• Communicate effectively with a variety of audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Presentation</li> </ul>		ADDITIONAL
<b>Discussion and Collaboration</b>	<b>6.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> <li>• Participate in class discussions.</li> <li>• Participate in discussions in small groups.</li> <li>• Build on other's ideas.</li> <li>• Express personal ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative discussion</li> </ul>	ADDITIONAL
<b>Comprehension</b>	<b>6.SL.3.1:</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	<ul style="list-style-type: none"> <li>• View a blog related to a piece of literature and discuss its format.</li> <li>• Compare information from a blog to information in a magazine article about a piece of literature.</li> </ul>	<ul style="list-style-type: none"> <li>• KWL Chart</li> </ul>		IMPORTANT
	<b>6.SL.3.2:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>• Observe a debate.</li> <li>• Watch a persuasive speech.</li> <li>• Distinguish which claims are supported with evidence and which ones are not</li> </ul>	<ul style="list-style-type: none"> <li>• T-Chart</li> </ul>		IMPORTANT

MEDIA LITERACY					
<b>Comprehension</b>	<b>6.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>• Discuss a multimedia presentation including its purpose and format.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>		IMPORTANT
	<b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.	<ul style="list-style-type: none"> <li>• Discuss a multimedia presentation including its accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> </ul>		IMPORTANT
	<b>6.ML.2.2:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>• Identify a target audience of a particular media message, using context of the message</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>		ADDITIONAL

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>Variety of literature</li> <li>Text Complexity</li> </ul>	<b>6.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Read a variety of literature.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum based assessment</li> </ul>	<ul style="list-style-type: none"> <li>Text complexity</li> </ul>	ADDITIONAL
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Inferences</li> </ul>	<b>6.RL.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Locate inferences.</li> <li>Explain impact of inference.</li> </ul>	<b>CFA.Q2.A-FC WEEK 10 CSA.Q2.A-WR WEEK 11</b>	<ul style="list-style-type: none"> <li>Inference</li> <li>Text evidence</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Characterization</li> </ul>	<b>6.RL.2.3:</b> Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	<ul style="list-style-type: none"> <li>Discuss how characters change through the plot of a story.</li> </ul>	<b>CFA.Q2.B-FC WEEK 12 CSA.Q2.A-WR WEEK 13</b>	<ul style="list-style-type: none"> <li>Characterization</li> </ul>	IMPORTANT

<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<b>6.RL.3.1:</b> Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting or plot.	<ul style="list-style-type: none"> <li>Summarize a poem.</li> <li>Critique a poem by evaluating stanzas effect on the development of theme.</li> <li>Explain how a stanza contributes to the development of ideas.</li> </ul>	<b>CFA.Q2.C-FC</b> <b>WEEK 11</b> <b>CSA.Q2.C-WR</b> <b>WEEK 13</b>	Poetry <ul style="list-style-type: none"> <li>Prose</li> <li>Critique</li> <li>Stanza</li> </ul>	ADDITIONAL
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>READING: LITERATURE</b>					
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>1<sup>st</sup> and 3<sup>rd</sup> person narrator</li> </ul>	<b>6.RL.3.2:</b> Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	<ul style="list-style-type: none"> <li>Identify a variety narrators/voices including first and third person.</li> <li>Discuss how the narrator impacts mood/tone.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>First person</li> <li>Third person</li> <li>Persuasive</li> </ul>	CRITICAL

<b>READING: NONFICTION</b>					
<b>Learning Outcome</b>	<b>6.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Find evidence and facts in print and electronic sources.</li> <li>Summarize information from print and electronic sources.</li> </ul>	<ul style="list-style-type: none"> <li>Outline</li> </ul>	<ul style="list-style-type: none"> <li>Outline</li> <li>Bibliography</li> </ul>	ADDITIONAL
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Objective Summary</li> </ul>	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Create objective summary that has an introduction, body, and conclusion.</li> </ul>	<b>CFA.Q2.D FC WEEK 11 CFA.Q2.D OBJ SUMMARY WEEK 14</b>	<ul style="list-style-type: none"> <li>Objective summary</li> </ul>	CRITICAL
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>READING: NONFICTION</b>					
<ul style="list-style-type: none"> <li>Authors' Perspective</li> </ul>	<b>6.RN.3.3:</b> Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Evaluate different authors' purpose in a text.</li> <li>Critique and explain whether a source is credible based on an author's perspective.</li> </ul>	<b>CFA.Q2.E FC WEEK 16 SFA.Q2.E ARG ESSAY WEEK 18</b>	<ul style="list-style-type: none"> <li>Author's perspective</li> </ul>	CRITICAL

<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Supported Claims</li> <li>Non supported Claims</li> </ul>	<b>6.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	<ul style="list-style-type: none"> <li>Identify claims the author supports with reasons and evidence.</li> <li>Identify claims not supported.</li> </ul>	<b>CFA.Q2.E FC WEEK 16</b> <b>SFA.Q2.E ARG ESSAY WEEK 18</b>	<ul style="list-style-type: none"> <li>Non-supported claims</li> </ul>	<b>CRITICAL</b>
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>READING: VOCABULARY</b>					
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>Online reference sources</li> </ul>	<b>6.RV.2.5:</b> Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<ul style="list-style-type: none"> <li>Use an online/print dictionary to find the pronunciation and definition of a word.</li> <li>Use an online/print thesaurus to help solve a problem or find a synonym.</li> </ul>	<ul style="list-style-type: none"> <li>Outline</li> </ul>	<ul style="list-style-type: none"> <li>Reference materials</li> <li>Print reference</li> <li>Digital references</li> </ul>	<b>ADDITIONAL</b>
<ul style="list-style-type: none"> <li>Figures of Speech</li> </ul>	<b>6.RV.3.3:</b> Interpret figures of speech (e.g., <i>personification</i> ) in context.	<ul style="list-style-type: none"> <li>Identify/name figures of speech (e.g., simile, metaphor, onomatopoeia).</li> <li>Use figures of speech in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Poem</li> <li>Model</li> </ul>	<ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> <li>Onomatopoeia</li> </ul>	<b>IMPORTANT</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Learning Outcome</b>	<b>6.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> <li>• Write constructed responses.</li> <li>• Write an argument.</li> <li>• Write a narrative essay.</li> <li>• Write an informative essay.</li> <li>• Support with evidence from literature and nonfiction texts.</li> </ul>	<b>CFA.Q2.C-FC</b> <b>WEEK 11</b> <b>CSA.Q2.C-WR</b> <b>WEEK 13</b>		

<p><b>Writing Genres:</b></p> <p><b>Argumentative</b></p>	<p><b>6.W.3.1:</b> Write arguments in a variety of forms</p>	<ul style="list-style-type: none"> <li>• Write an argumentative response.</li> <li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use transition words to show a connection between claims and reasons.</li> <li>• Write an argument.</li> <li>• Write a concluding statement that follows the argument.</li> </ul>	<p><b>CFA.Q2.F-FC</b>  <b>WEEK 17</b>  <b>CSA.Q2.E-ARG</b>  <b>ESSAY</b>  <b>WEEK 18</b></p>	<ul style="list-style-type: none"> <li>• Credible Sources</li> </ul>	<p><b>IMPORTANT</b></p>
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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Narrative Compositions</b>	<b>6.W.3.3:</b> Write narrative compositions in a variety of forms	<ul style="list-style-type: none"> <li>• Write a narrative poem that Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>• Write a narrative response to literature</li> <li>• Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	<b>CFA.Q2.C-FC</b> <b>WEEK 11</b> <b>CSA.Q2.C-POEM</b> <b>WEEK 13</b>	<ul style="list-style-type: none"> <li>• Free Verse</li> </ul>	CRITICAL

<p><b>The Writing Process</b></p>	<p><b>6.W.4:</b> Apply the writing process to</p> <ul style="list-style-type: none"> <li>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>• Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use reference materials to revise writing.</li> <li>• Use technology to interact and collaborate with others through drafting and publishing writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Materials for editing</li> </ul>	<p>IMPORTANT</p>
<p><b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b></p>	<p><b>6.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>	<ul style="list-style-type: none"> <li>• Formulate research question.</li> <li>• Discuss and identify plagiarism.</li> <li>• Gather relevant information from multiple sources, and annotate sources.</li> <li>• Quote or paraphrase the information and</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Summary</li> <li>• Evaluate Sources</li> <li>• Paraphrase Information</li> </ul>	<ul style="list-style-type: none"> <li>• Print Sources</li> <li>• Digital Sources</li> <li>• Plagiarism</li> </ul>	<p>CRITICAL</p>

		conclusions of others.			
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>WRITING</b>					
<b>Conventions of Standard English</b>  <b>Grammar and Usage</b> <b>Capitalization</b> <b>Punctuation</b> <b>Spelling</b> <ul style="list-style-type: none"> <li>Phrases and Clauses</li> </ul>	<b>6.W.6.1.d: Phrases and Clauses</b> Writing sentences that include prepositional phrases and explaining their functions in the sentence.	<ul style="list-style-type: none"> <li>Write sentences that begin with varying phrases and clauses.</li> <li>Identify and use infinitive, appositive, and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Appositive phrase</li> <li>Infinitive phrase</li> <li>Prepositional phrase</li> <li>Independent/Dependent Clauses</li> </ul>	
<ul style="list-style-type: none"> <li>Sentence Variety</li> </ul>	<b>6.W.1.e: Usage –</b> Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	<ul style="list-style-type: none"> <li>Write a variety of sentence types; simple, compound, complex, and compound-complex.</li> <li>Correct and edit fragments and run-ons.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentence</li> <li>Compound sentence</li> <li>Complex sentence</li> <li>Fragment</li> <li>Run on</li> </ul>	

<p><b>Conventions of Standard English</b></p> <p><b>Capitalization, Punctuation, and Spelling</b></p>	<p><b>6.W.6.2b:</b> Punctuation</p> <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<ul style="list-style-type: none"> <li>Use parenthesis, dashes, and commas to set off parenthetical elements.</li> <li>Combine sentences to connect clauses using a semicolon.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Parenthetical Statements</li> </ul>	<p>IMPORTANT</p>
<p><b>MEDIA LITERACY</b></p>					
	<p><b>6.ML.2.2:</b> Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i>)</p>	<ul style="list-style-type: none"> <li>Evaluate a media message and find the target audience based on where it is found and the time of day it was run.</li> <li>Identify the target audience of a media message based on its context.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Debate</li> </ul>	<ul style="list-style-type: none"> <li>Media Message</li> <li>Context</li> </ul>	<p>ADDITIONAL</p>
<p><b>Comprehension</b></p>	<p><b>6.SL.3.1:</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>View a blog related to a piece of literature and discuss its format.</li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart</li> </ul>		<p>IMPORTANT</p>

		<ul style="list-style-type: none"> <li>• Compare information from a blog to information in a magazine article about a piece of literature.</li> </ul>			
	<p><b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> <li>• Observe a debate.</li> <li>• Watch a persuasive speech.</li> <li>• Distinguish which claims are supported with evidence and which ones are not</li> </ul>	<ul style="list-style-type: none"> <li>• T-Chart</li> </ul>		IMPORTANT
<b>MEDIA LITERACY</b>					
<b>Comprehension</b>	<p><b>6.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<ul style="list-style-type: none"> <li>• Discuss a multimedia presentation including its purpose and format.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>		IMPORTANT
	<p><b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.</p>	<ul style="list-style-type: none"> <li>• Discuss a multimedia presentation including its accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> </ul>		IMPORTANT
	<p><b>6.ML.2.2:</b> Critically analyze information found in electronic, print, and mass</p>	<ul style="list-style-type: none"> <li>• Identify a target audience of a particular media</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>		ADDITIONAL

	media used to inform, persuade, entertain, and transmit culture.	message, using context of the message			
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GRADING PERIOD: QUARTER 3

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>Historical Fiction</li> <li>British Literature</li> <li>Play</li> </ul>	<b>6.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with text proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Read and perform a play.</li> <li>Analyze the plot development in British literature vs. American literature.</li> </ul>	<ul style="list-style-type: none"> <li>Play</li> <li>T Chart</li> <li>Venn diagram</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Historical fiction</li> <li>Drama</li> <li>Concrete poetry</li> </ul>	
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Themes in classic literature vs. modern literature</li> </ul>	<b>6.RL.2.2:</b> Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> <li>Compare and contrast themes of literature as history advances.</li> <li>Compose an objective summary.</li> <li>Show how the theme of the literature is conveyed through details.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response</li> </ul>		CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Author Study</li> </ul>	<b>6.RL.3.2:</b> Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood and meaning of a text.	<ul style="list-style-type: none"> <li>Determine and explain how an author’s personal background affects the meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>PowerPoint Presentation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Drama</li> </ul>	<b>6.RL.4.1:</b> Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.	<ul style="list-style-type: none"> <li>Compare and contrast the different styles of reading and comprehending including:             <ul style="list-style-type: none"> <li>Auditory</li> <li>Visual</li> <li>Kinesthetic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Debate</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Genre study</li> </ul>	<b>6.RL.4.2:</b> Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and to similar themes and topics.	<ul style="list-style-type: none"> <li>Compare and contrast story, poem, play, and other genre formats.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response</li> </ul>		CRITICAL
<b>READING: NONFICTION</b>					
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>Nonfiction study</li> </ul>	<b>6.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Use a variety of non-fiction sources to collect information.</li> <li>Evaluate non-fiction literature for credibility and explain.</li> <li>Evaluate non-fiction literature as a primary or secondary source and explain.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Journal</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Objective VS Subjective Summary</li> </ul>	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Develop an objective presentation of the text.</li> <li>Show how the central idea is conveyed through details.</li> </ul>	<ul style="list-style-type: none"> <li>Objective presentation</li> </ul>		CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	<b>6.RN.3.3:</b> Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Evaluate author's purpose knowing the author's perspective.</li> <li>Explain how the author's perspective is conveyed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response</li> </ul>	<ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	CRITICAL
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Claims and support</li> </ul>	<b>6.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	<ul style="list-style-type: none"> <li>Evaluate and explain an author's reasons and evidence used to support their claim in an argumentative essay.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Questionnaire</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Media formats</li> </ul>	<b>6.RN.4.2:</b> Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i> ) to demonstrate a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>Use a variety of media sources to gather information.</li> <li>Compare media sources to verify credibility of a source.</li> <li>Develop an objective response to demonstrate the understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Outline</li> <li>T Chart</li> </ul>	<ul style="list-style-type: none"> <li>Media formats</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
<b>READING: NONFICTION</b>					
<ul style="list-style-type: none"> <li>Different authors presentation of information</li> </ul>	<b>6.RN.4.3:</b> Compare and contrast one author's presentation of events with that of another.	<ul style="list-style-type: none"> <li>Study different author's writing on the same topic and compare and contrast it.</li> <li>Use information from various authors to establish credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>Venn diagram</li> <li>Constructed response</li> </ul>		IMPORTANT
<b>READING: VOCABULARY</b>					
<b>Learning Outcome</b>	<b>6.RV.1:</b> Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Use academic and content-specific words and phrases in speaking and writing.</li> </ul>			
<b>Vocabulary in Literature and Nonfiction Texts</b> Figurative and Connotative Meanings	<b>6.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>Determine the meaning of difficult words in a poem.</li> <li>Describe how specific word choice impacts the meaning or tone of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>T-Chart</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Connotation</li> </ul>	IMPORTANT
	<b>6.RV.3.3:</b> Interpret figures of speech (e.g., <i>personification</i> ) in context.	<ul style="list-style-type: none"> <li>Identify clichés.</li> <li>Identify personification.</li> <li>Apply and author clichés and personification in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Quiz</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Cliché</li> <li>Personification</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
<b>WRITING</b>					
<b>Learning Outcome</b>	<b>6.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> <li>• Write constructed responses.</li> <li>• Write an argument.</li> <li>• Write a narrative essay.</li> <li>• Write an informative essay.</li> <li>• Support with evidence from literature and nonfiction texts.</li> </ul>			
<b>Writing Genres</b> <b>Argumentative Compositions</b>	<b>6.W.3.1:</b> Write <b>arguments</b> in a variety of forms.	<ul style="list-style-type: none"> <li>• Write a claim, using the compare and contrast format.</li> <li>• Write a claim, using the cause and effect format.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> <li>• Identify cause and effect vs. Compare and Contrast strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast Essay</li> <li>• Cause and Effect Essay</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> </ul>	CRITICAL
<b>Informative Compositions</b>	<b>6.W.3.2:</b> Write informative compositions in a variety of forms.	<ul style="list-style-type: none"> <li>• Write an informative essay that uses headings, graphics like charts and tables to enhance write.</li> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Informative essay</li> </ul>	<ul style="list-style-type: none"> <li>• Headings</li> <li>• Graphics</li> <li>• Charts</li> <li>• Tables</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
<b>WRITING</b>					
<b>Narrative Compositions</b>	<b>6.W.3.3:</b> Write narrative compositions in a variety of forms.	<ul style="list-style-type: none"> <li>• Use dialogue to develop experiences, events, and/or characters.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Third Person narrative essay with dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Tag Lines</li> </ul>	CRITICAL
<b>The Writing Process</b>	<b>6.W.4:</b> Apply the writing process to <ul style="list-style-type: none"> <li>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>• Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use reference materials to revise writing.</li> <li>• Use technology to interact and collaborate with others through drafting and publishing writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Materials for editing</li> </ul>	IMPORTANT
<b>Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>	<b>6.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	<ul style="list-style-type: none"> <li>• Quote or paraphrase the information and conclusions of others.</li> <li>• Present information, choosing from a variety of formats web page, speech, or written summary.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Poster</li> <li>• Web Page</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
<b>WRITING</b>					
<b>Conventions of Standard English</b>  <b>Capitalization, Punctuation, and Spelling</b>	<b>6.W.6.2b:</b> Punctuation <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<ul style="list-style-type: none"> <li>Use parenthesis, dashes, and commas to set off parenthetical elements.</li> <li>Combine sentences to connect clauses using a semi colon.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Parenthetical Statements</li> </ul>	IMPORTANT
<b>SPEAKING AND LISTENING</b>					
<b>Comprehension</b>	<b>6.SL.3.1:</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	<ul style="list-style-type: none"> <li>View a blog related to a piece of literature and discuss its format.</li> <li>Compare information from a blog to information in a magazine article about a piece of literature.</li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart</li> </ul>		IMPORTANT
	<b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Observe a debate.</li> <li>Watch a persuasive speech.</li> <li>Distinguish which claims are supported with evidence and which ones are not.</li> </ul>	<ul style="list-style-type: none"> <li>T-Chart</li> </ul>		IMPORTANT
<b>MEDIA LITERACY</b>					
<b>Comprehension</b>	<b>6.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>Discuss a multimedia presentation including its purpose and format.</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> </ul>		IMPORTANT

	<b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.	<ul style="list-style-type: none"> <li>• Discuss a multimedia presentation including its accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> </ul>		IMPORTANT
	<b>6.ML.2.2:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>• Identify a target audience of a particular media message, using context of the message</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>		ADDITIONAL

GRADING PERIOD: QUARTER 4

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>Variety of literature</li> <li>Text above grade level</li> </ul>	<b>6.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with text proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Read and analyze the plot of a work of literature about grade level</li> </ul>	<ul style="list-style-type: none"> <li>T-chart</li> <li>Venn diagram</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Monologue</li> <li>Lyric poem</li> </ul>	
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Themes in poetry</li> </ul>	<b>6.RL.2.2:</b> Determine how a theme or central idea of a work of poetry is conveyed through particular details; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> <li>Compose an objective extended response.</li> <li>Show how the theme of the poem is conveyed through details.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response</li> </ul>		CRITICAL
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Compare and contrast</li> </ul>	<b>6.RL.4.1:</b> Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.	<ul style="list-style-type: none"> <li>Compare and contrast a free verse poem in text to its live version.</li> </ul>	<ul style="list-style-type: none"> <li>Sensory Chart</li> <li>Venn diagram</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Synthesis and Connection of Ideas</b> • Drama	<b>6.RL.4.1:</b> Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.	<ul style="list-style-type: none"> <li>• Debate the different styles of reading and comprehending including: <ul style="list-style-type: none"> <li>– Auditory</li> <li>– Visual</li> <li>– Kinesthetic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> </ul>		
• Genre study	<b>6.RL.4.2:</b> Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and to similar themes and topics.	<ul style="list-style-type: none"> <li>• Compare and contrast a short story to a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructed response</li> </ul>		CRITICAL
<b>READING: NONFICTION</b>					
<b>Learning Outcome</b> • Media Formats	<b>6.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Use a variety of non-fiction sources to collect information.</li> <li>• Evaluate non-fiction literature for credibility and explain reasoning.</li> <li>• Evaluate non-fiction literature as a primary or secondary source and explain reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Journal</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Objective VS Subjective Summary</li> </ul>	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Develop an objective presentation of the text.</li> <li>Show how the central idea is conveyed through details.</li> </ul>	<ul style="list-style-type: none"> <li>Prezi Presentation</li> </ul>		CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	<b>6.RN.3.3:</b> Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Evaluate author's purpose knowing the author's perspective.</li> <li>Explain how the author's perspective is conveyed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Written script with skit</li> </ul>	<ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	CRITICAL
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Media formats</li> </ul>	<b>6.RN.4.2:</b> Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i> ) to demonstrate a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>Use a variety of media sources to gather information.</li> <li>Compare media sources to verify credibility of a source.</li> <li>Develop an objective response to demonstrate the understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Web Page</li> <li>Newspaper Ad</li> <li>Commercial</li> </ul>	<ul style="list-style-type: none"> <li>Media formats</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<b>Learning Outcome</b>	<b>6.RV.1:</b> Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Use academic and content-specific words and phrases in speaking and writing.</li> </ul>			
<b>Vocabulary in Literature and Nonfiction Texts</b> Figurative and Connotative Meanings	<b>6.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>Determine the meaning of difficult words in a poem.</li> <li>Describe how specific word choice impacts the meaning or tone of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Revision</li> </ul>	<ul style="list-style-type: none"> <li>Denotation</li> <li>Connotation</li> <li>Concrete Language</li> </ul>	IMPORTANT
	<b>6.RV.3.3:</b> Interpret figures of speech (e.g., <i>personification</i> ) in context.	<ul style="list-style-type: none"> <li>Identify clichés.</li> <li>Identify personification.</li> <li>Apply and author clichés and personification in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Quiz</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Implied Metaphor</li> <li>Extended Metaphor</li> </ul>	IMPORTANT
<b>WRITING</b>					
<b>Learning Outcome</b>	<b>6.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> <li>Write constructed responses.</li> <li>Write a poem</li> <li>Write a narrative essay.</li> <li>Write an informative essay.</li> </ul>			

		Support with evidence from literature and nonfiction texts.			
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>ISTEP</b>
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Argumentative Compositions</b>	<b>6.W.3.1:</b> Write <b>arguments</b> in a variety of forms.	<ul style="list-style-type: none"> <li>• Write a claim, using the compare and contrast format.</li> <li>• Write a claim, using the cause and effect format.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> <li>• Identify cause and effect vs. Compare and Contrast strategies.</li> <li>• Support with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Editorial</li> <li>• Speech</li> </ul>		CRITICAL
<b>Informative Compositions</b>	<b>6.W.3.2:</b> Write informative compositions in a variety of forms.	<ul style="list-style-type: none"> <li>• Write an informative essay that develops a topic with facts, details, and steps in completing a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrative composition</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrative</li> </ul>	CRITICAL

<b>Narrative Compositions</b>	<b>6.W.3.3:</b> Write narrative compositions in a variety of forms.	<ul style="list-style-type: none"> <li>• Use dialogue to develop experiences, events, and/or characters.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>• First person narrative</li> </ul>		CRITICAL
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>WRITING</b>					
<b>The Writing Process</b>	<b>6.W.4:</b> Apply the writing process to <ul style="list-style-type: none"> <li>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>• Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use reference materials to revise written speech.</li> <li>• Use technology to interact and collaborate with others through drafting and publishing writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• On line discussion</li> </ul>	Reference Materials for editing	IMPORTANT
<b>Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>	<b>6.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	<ul style="list-style-type: none"> <li>• Quote or paraphrase the information and conclusions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		IMPORTANT

<b>Conventions of Standard English</b>  <b>Capitalization, Punctuation, and Spelling</b>	<b>6.W.6.2b: Punctuation</b> <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<ul style="list-style-type: none"> <li>Use parenthesis, dashes, and commas to set off parenthetical elements.</li> <li>Combine sentences to connect clauses using a semi colon.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Varied and complex sentences</li> </ul>	IMPORTANT
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>SPEAKING AND LISTENING</b>					
<b>Learning Outcome</b>	<b>6.SL.1:</b> Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>Present information in the form of a group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation</li> </ul>		
<b>Discussion and Collaboration</b>	<b>6.SL.2.1:</b> Engage effectively in a range of collaborative discussions on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> <li>Discuss literature in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> </ul>		
	<b>6.SL.2.2:</b> Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> <li>Discuss literature as a large group.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>T Chart</li> </ul>		
	<b>6.SL.2.3:</b> Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> <li>Observe a group engaged in group discussion and analyze</li> </ul>	<ul style="list-style-type: none"> <li>Outline</li> </ul>		

		<p>their roles and use of considerate discussion.</p> <ul style="list-style-type: none"> <li>• Develop an outline that would help other students understand the rules and roles for considerate discussion</li> </ul>			
	<p><b>6.SL.2.4:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<ul style="list-style-type: none"> <li>• Discuss and construct comments for constructive criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>		
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>ISTEP</b>
<b>SPEAKING AND LISTENING</b>					
<b>Discussion and Collaboration</b>	<p><b>6.SL.2.5:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>• Review and collect multiple perspectives on an article.</li> <li>• Compose an objective summary of each article focusing on the different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		
<b>Comprehension</b>	<p><b>6.SL.3.1:</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>• View a blog related to a piece of literature and discuss its format.</li> <li>• Compare information from a blog to information in a magazine article about a piece of literature.</li> </ul>	<ul style="list-style-type: none"> <li>• KWL Chart</li> </ul>		IMPORTANT
	<p><b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are</p>	<ul style="list-style-type: none"> <li>• Observe a debate.</li> <li>• Watch a persuasive speech.</li> </ul>	<ul style="list-style-type: none"> <li>• T-Chart</li> </ul>		IMPORTANT

	supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Distinguish which claims are supported with evidence and which ones are not</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>	<b>6.SL.4.1:</b> 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.	<ul style="list-style-type: none"> <li>Memorize and present a demonstrative speech.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrative Speech</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation</li> </ul>	
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>SPEAKING AND LISTENING</b>					
<b>Presentation of Knowledge and Ideas</b>	<b>6.SL.4.2:</b> Create engaging presentations that include multimedia components and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>Create visual displays to accompany demonstrative speech.</li> </ul>	<ul style="list-style-type: none"> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia</li> </ul>	
<b>MEDIA LITERACY</b>					
<b>Comprehension</b>	<b>6.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>Discuss a multimedia presentation including its purpose and format.</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> </ul>		IMPORTANT
	<b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of	<ul style="list-style-type: none"> <li>Discuss a multimedia presentation including its accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Small group discussion</li> </ul>		IMPORTANT

	information presented in multiple media messages.				
	<b>6.ML.2.2:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> <li>Identify a target audience of a particular media message, using context of the message</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>		ADDITIONAL