

Ganado Unified School District


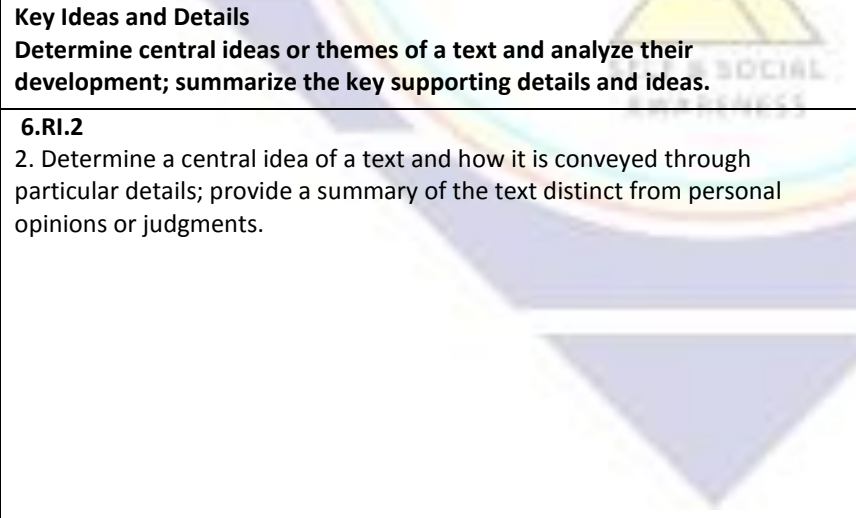
Literacy-6th Grade

PACING Guide Second Quarter

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| 2 nd Quarter Study Sync Steck-Vaughn: Inference Close Reading | Reading Literature Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 6.RL.1 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | How does the setting affect the meaning of the text? | I will be able to: <ul style="list-style-type: none"> Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text Paraphrase or quote directly from literature to support their analysis or inference in written or oral response Read a piece of historical fiction and support the events using primary source documents Identify specific instances in the text to support analysis of text | <ul style="list-style-type: none"> Plot Exposition Setting Problem Solution Rising action Climax Falling action |
| 2 nd Quarter | Key Ideas and Details Determine central ideas or themes of a text and analyze their | Which details support the theme | I will be able to: | <ul style="list-style-type: none"> Theme |

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| <p>Spotlight on Literary Elements: Theme</p> <p>Study Sync</p> <p>Close Reading</p> | <p>development; summarize the key supporting details and ideas.</p> <p>6.RL.2 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>or central idea of the text?</p> | <ul style="list-style-type: none"> • Tell which story elements determine the theme of a story. • Summarize text without personal opinions. • Identify the theme or central idea in a text. • Summarize the theme or central idea without stating their own opinion. • Find examples in a novel that demonstrate the theme. | <ul style="list-style-type: none"> • Literary elements • Summarize • Central idea • Examples |
| <p>2nd Quarter</p> <p>Spotlight on Literary Elements: Character</p> <p>Study Sync</p> <p>Close Reading</p> | <p>Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>6.RL.3 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> | <p>What do you think motivates the main character?</p> <p>Determine the relevance of the conflict and describe how it was resolved.</p> | <p>I will be able:</p> <ul style="list-style-type: none"> • Recognize the influence of the character’s response to a particular story or drama’s plot as well as the components of the plot. • Examine events in a story or play and describe how the characters react, change, and grow • Identify major and minor characters, main events, conflict, climax, and resolution. | <ul style="list-style-type: none"> • Character traits • Character response • Drama • Plot • Major characters • Minor characters • Main events • Conflict • Climax • Resolution • Plot • Character’s experience • Character’s emotions • Character’s relationship • Change |

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| | | | <ul style="list-style-type: none"> • Develop a plot map • Describe main characters' experiences, emotions, and relationships and how they grow and change over time | |
| 2 nd Quarter | <p>Craft and Structure Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | How does setting influence the problem, conflict, and/or resolution of the text? | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use inductive and deductive reasoning to determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. • Describe the plot and its components and analyze the influence of the setting • Analyze plot development to determine how conflicts are resolved | <ul style="list-style-type: none"> • Inductive reasoning • Deductive reasoning • Chapter • Scene • Stanza • Theme • Setting • Plot • Conflicts • Resolution |
| Fluently Speaking! | <p>6.RL.5 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> | What strategies do your characters use to solve problems? | | |
| Study Sync | | | | |
| Close Reading | | | | |
| 2 nd Quarter | <p>Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational text independently and proficiently.</p> | What learning strategies will be used to help comprehend literature proficiently within one school year? | <p>I will be able to:</p> <ul style="list-style-type: none"> • Read complex and informational text • Comprehend complex and informational text | <ul style="list-style-type: none"> • Read • Comprehend • Stories • Dramas • Poems |
| Study Sync | <p>6.RL.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> | | | |
| Close Reading | | | | |
| 2 nd Quarter | Reading Informational Text | | I will be able to: | <ul style="list-style-type: none"> • Cause/effect |

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| <p>Study Sync</p> <p>Close Reading</p> | <p>Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>6.RI.1 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>  | <p>How does the setting affect the meaning of the text?</p> | <ul style="list-style-type: none"> • Use elements of setting, cause and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly from literature to support their analysis or inference in written or oral response. • Read a piece of historical fiction and support the events using primary source documents. • Identify specific instances in the text to support analysis of text. | <ul style="list-style-type: none"> • Infer • Sequence • Paraphrase • Quote • Primary source • Secondary source • Evidence text support |
| <p>2nd Quarter</p> <p>Study Sync</p> <p>Close Reading</p> | <p>Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>6.RI.2 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>Which details support the theme or central idea of the text?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Tell which story elements determine the theme of a story. • Summarize text without personal opinion. • Identify the theme or central idea in an informational text • Find examples in informational text that demonstrate the theme | <ul style="list-style-type: none"> • Theme • Summarize • Text support |

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| <p>2nd Quarter Study Sync Close Reading</p> | <p>Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>6.RI.3 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>Do the details of a story affect the introduction, illustration, and elaboration of a text?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> Analyze details of key events or ideas. | <ul style="list-style-type: none"> Analyze Details Individual Event Introduced Illustrated Elaborated |
| <p>2nd Quarter Study Sync Figuratively Speaking! Steck-Vaughn: Context Close Reading</p> | <p>Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>6.RI.4 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>How do the origins or etymology of words affect our understanding of words?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> Determine the meanings of unfamiliar words through context. Determine the meanings of words and phrases in a scientific article or text. | <ul style="list-style-type: none"> Context clues Phrases Scientific article/text |
| <p>2nd Quarter Study Sync Close Reading</p> | <p>Craft and Structure Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6.RI.5 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>Why is it important for procedures and directions to be followed?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> Identify key components of functional text and interpret details for specific purpose. Explain that details, organization and structure of text helps guid understanding. Analyze informational texts to understand the role sentences play in key concept. Identify components of functional text (directions, legend, diagram, | <ul style="list-style-type: none"> Functional text Organization Analyze Informational text Directions Legend Diagram Illustration Sequences Headings |

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| | | | illustrations, sequences, headings) | |
| 2 nd Quarter Study Sync | Craft and Structure Assess how point of view or purpose shapes the content and style of a text. | What is the author's purpose in writing this text? | I will be able to: | <ul style="list-style-type: none"> • Author's purpose • Author's point of view • Purpose • Audience |
| Spotlight on Literary Elements: Point of View | 6.RI.6 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | <ul style="list-style-type: none"> • Identify the author's purpose and point of view for writing the informational text. • Recognize the author's point of view and intended purpose for writing. • Identify the possible audience. | |
| Close Reading | | | | |
| 2 nd Quarter Study Sync | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | What cultural differences exist between others and ours? | I will be able to: | <ul style="list-style-type: none"> • Media • Formats • Synthesize • Interpret • Experiment • Text • Video • Website • Analyze • Visual techniques • Opinion • Decision • Perception |
| Close Reading | 6.RI.7 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. | | <ul style="list-style-type: none"> • Use information presented in different media and formats to develop understanding of topic or issue. • Synthesize and interpret information in different formats. • Understand information from a variety of sources (experiment, text, video, website). • Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception. | |

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| <p>2nd Quarter Study Sync</p> | <p>Integration of Knowledge and Ideas Analyze how two or more text address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>6.RI.9 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>What traits do accomplished people have in common?</p> <p>How are their stories alike?</p> <p>How are they different?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> Identify the author’s purpose. Connect information and events in text to experience and related texts. Compare and contrast two author’s approaches to the same topic. Identify the similarities and differences in the events presented by each author. | <ul style="list-style-type: none"> Author’s purpose Text connections Compare/contrast Identify similarities/differences |
| <p>2nd Quarter Read around the Text Study Sync Galileo Close Reading</p> | <p>Range or Reading and Level of Text Complexity Read and comprehend complex literary and information texts independently and proficiently.</p> <p>6.RI.10 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>What is your understanding of the text?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> Identify non-fiction informational text and read with accuracy, automaticity, and prosody. Use reading strategies to comprehend text. Identify, analyze, and apply knowledge of the purpose of structures and elements of informational text. | <ul style="list-style-type: none"> Identify Non-fiction Informational text Accuracy Identify Analyze Apply Structures Elements |
| <p>2nd Quarter</p> | <p>Writing Standards</p> | | <p>I will be able to:</p> | <ul style="list-style-type: none"> Information text |

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| <p>PEG Writing PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard</p> | <p>Text Types and Purpose Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <hr/> <p>6.W.2 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>Why is your conclusion relevant to your writing piece?</p> | <ul style="list-style-type: none"> • Write informative explanatory text based on thesis and supporting details with introductory, body and concluding paragraphs. | <ul style="list-style-type: none"> • Explanatory text • Thesis • Introductory, • Body • Concluding paragraphs • Concluding statement |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard</p> | <p>a. 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>Why is the organization of a piece of writing important?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use strategies such as definition, classification, comparison/contrast and cause/effect, include formatting and multimedia. | <ul style="list-style-type: none"> • Definition • Classification • Compare/contrast • Cause/effect • Formatting • Multimedia |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard</p> | <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> | <p>How do you develop the topic?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, concrete details, quotations and examples. | <ul style="list-style-type: none"> • Develop • Relevant facts • Definitions • Concrete details • Quotations |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard</p> | <p>c. Use appropriate transitions to clarify the relationship among ideas and concepts.</p> | <p>What kind of transitions do you use?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use appropriate transitions • Clarify relationship among ideas and concepts. | <ul style="list-style-type: none"> • Transitions |

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| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard</p> | <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> | <p>What of vocabulary words makes the story interesting?</p> | <ul style="list-style-type: none"> • Use precise language and domain specific vocabulary to inform. | <ul style="list-style-type: none"> • Precise language • Domain specific vocabulary |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | <p>e. Establish and maintain a formal style.</p> | <p>How do you establish formal writing style?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. | <ul style="list-style-type: none"> • Formal style |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | <p>f. Provide concluding statement or section that follows from the information or explanation presented.</p> | <p>Why is the conclusion important to the final writing?</p> | <ul style="list-style-type: none"> • Provide a concluding statement that follows from information or explanation | <ul style="list-style-type: none"> • Concluding statement • Information • Explanation |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core</p> | <p>Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.4 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 standard 1-3 above.</p> | <p>How do we determine the appropriate task, purpose, and audience for writing?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose and audience. | <ul style="list-style-type: none"> • Produce • Develop • Organize • Style • Choose • Task • Purpose |

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| <p>Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | | | | |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | <p>a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.</p> | <p>How do we determine the specific purpose for writing pieces?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Write a clear and coherent writing piece appropriate to task, purpose, and audience. | <ul style="list-style-type: none"> • Produce • Functional writing • Develop • Organization • Appropriate |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | <p>Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.5 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.)</p> | <p>Why is the writing process important to improve a piece of writing selection?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits | <ul style="list-style-type: none"> • Understand • Revise • Edit • Rewrite • Final draft • Use • 6 traits |
| <p>2nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy</p> | <p>Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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 to type a minimum of three pages in a single setting.</p> | <p>How can technology and the Internet improve a final draft?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of using technology including the Internet to produce and publish writing. • Plan, develop, and produce a visual presentation using a variety of media. • Publish a final writing product for | <ul style="list-style-type: none"> • Understand • Technology • Produce • Publish • Writing • Plan • Develop • Produce • Visual • Media • |

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| | | | an intended audience. | |
| 2 nd Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy | <p>Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>6.W.10 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.</p> | How does writing over a short and long period of time affect the writing outcome? | I will be able to: <ul style="list-style-type: none"> • Write over extended time frames. • Write with a purpose. • Write for an audience. | <ul style="list-style-type: none"> • Purpose • Audience |
| 2 nd Quarter Readers Theater | <p>Speaking and Listening Standards</p> <p>Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>6.SL.1 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> | How do you compare/contrast the two main characters drawing on specific information from the text? | I will be able to: <ul style="list-style-type: none"> • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas. | <ul style="list-style-type: none"> • Effectively engage • Collaborate • Partners • Topics • Texts • Issues |
| 2 nd Quarter Study Sync | a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | How do you determine what evidence you bring to the table to reflect and discuss? | I will be able to: <ul style="list-style-type: none"> • Discuss comparison between two or more characters, setting or events across stories, topics, etc. | <ul style="list-style-type: none"> • Compare • Characters • Setting • Events |
| 2 nd Quarter Study Sync | b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed. | How do you delegate jobs among group members to meet group expectations? | I will be able to: <ul style="list-style-type: none"> • Delegate roles for group expectations and goals. | <ul style="list-style-type: none"> • Delegate • Roles • Goals |
| 2 nd Quarter Study Sync | c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under | What specific questions do you | I will be able to: | <ul style="list-style-type: none"> • Pose • Respond |

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| | discussion. | look for to pose and have others respond to? | <ul style="list-style-type: none"> • Pose and respond to specific questions. | <ul style="list-style-type: none"> • Specific • Questions |
| 2 nd Quarter Study Sync | d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing. | What | <p>I will be able to:</p> <ul style="list-style-type: none"> • Review discussions for understanding of ideas. | <ul style="list-style-type: none"> • Review • Discussions |
| 2 nd Quarter Study Sync | <p>Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>6.SL.2 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> | How do two accounts of an event differ and how are they similar? | <p>I will be able to:</p> <ul style="list-style-type: none"> • Understand that information contributes to a topic. • Draw valid conclusions based on text evidence. • Interpret graphic features of various media. | <ul style="list-style-type: none"> • Topic • Draw • Valid conclusions • Interpret • Diverse media • Topic • Text • Issue |
| 2 nd Quarter Study Sync | <p>Comprehension and Collaboration Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>6.SL.3 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | How do primary sources provide insight into the immigrants’ experience? | <p>I will be able to:</p> <ul style="list-style-type: none"> • Differentiate between claims that are supported by reasons and evidence and those that aren’t. • Distinguish between claims that are supported by reasons and evidence from claims that are not. • Delineate a speaker’s argument and specific claims. • Predict, clarify, analyze, and critique a speaker’s | <ul style="list-style-type: none"> • Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify • Analyze • Critique |

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| | | | information and point of view. | |
| 2 nd Quarter Study Sync | <p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>6.SL.4 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | Which nonverbal communication cues contributed to the success of the speech? | <ul style="list-style-type: none"> I will be able to: Prepare and deliver speech effectively through verbal and nonverbal communication. Present claims and findings, sequence ideas, logically, and use pertinent descriptions, facts, and details to accentuate main idea and themes. Use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"> Prepare Deliver Speech Verbal Nonverbal Audience Sequence Accentuate Main ideas Themes Eye contact Volume Clear pronunciation |
| 2 nd Quarter Study Sync | <p>Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6.SL.5 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> | How did your choice of multimedia enhance your presentation? | <p>I will be able to:</p> <ul style="list-style-type: none"> Clarify information in a presentation using multimedia components. Plan, develop, and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images. | <ul style="list-style-type: none"> Graphics Images Music Sound Visual Multimedia |
| 2 nd Quarter Readers Theater | <p>Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | How does adapting your speech | <p>I will be able to:</p> <ul style="list-style-type: none"> Adapt speech | <ul style="list-style-type: none"> Adapt Speech |

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| | 6.SL.6 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | indicate command of English? | <ul style="list-style-type: none"> • Demonstrate command of formal English | <ul style="list-style-type: none"> • Demonstrate |
| 2 nd Quarter | Language Standards | How does correct usage of pronouns in the proper case change your writing? | <ul style="list-style-type: none"> • I will be able to: • Demonstrate command of the conventions of English grammar and using in writing and speaking. | <ul style="list-style-type: none"> • Conventions • Grammar |
| 5-Minute Grammar/Proofreading Practice | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | | | |
| | 6.L.1 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | | | |
| 2 nd Quarter | a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). | How do you check to make sure that pronouns are in the proper case? | I will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case. | <ul style="list-style-type: none"> • Demonstrate • Pronouns • Usage • Grammar |
| 5-Minute Grammar/Proofreading Practice | | | | |
| 2 nd Quarter | b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). | When do you use intensive pronouns? | I will be able to: <ul style="list-style-type: none"> • Use pronouns effectively, intensive pronouns, recognize, and correctly. | <ul style="list-style-type: none"> • Pronouns • Intensive pronouns • Recognize • Correct |
| 5-Minute Grammar/Proofreading Practice | | | | |
| 2 nd Quarter | c. Recognize and correct inappropriate shifts in pronoun number and person. | How do you correct inappropriate shifts in pronoun number and person? | I will be able to: <ul style="list-style-type: none"> • Make corrections to pronoun number and person shifts. | <ul style="list-style-type: none"> • Pronoun number • Person shifts |
| 5-Minute Grammar/Proofreading Practice | | | | |
| 2 nd Quarter | d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | When do you correct vague pronouns? | I will be able to: <ul style="list-style-type: none"> • Improve use of vague pronouns. | <ul style="list-style-type: none"> • Improve • Vague • Pronouns |
| 5-Minute Grammar/Proofreading Practice | | | | |
| 2 nd Quarter | e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | How do you improve your writing and others | I will be able to: <ul style="list-style-type: none"> • Use proper case subjective, objective, and | <ul style="list-style-type: none"> • Proper case • Subjective • Objective • Possessive pronouns |
| Readers Theater | | | | |

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| | | using proper Standard English? | possessive pronouns. | |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | <p>Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.2 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> | How do you know your punctuation and spelling is correct? | I will be able to: <ul style="list-style-type: none"> • Correctly use conventions of Standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> • Conventions • Capitalization • Punctuation • Spelling |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | How do I use proper punctuation? | I will be able to: <ul style="list-style-type: none"> • Use punctuation (commas, parenthesis, dashes) to set off. | <ul style="list-style-type: none"> • Punctuation • Commas • Parenthesis • Dashes |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | b. Spell correctly. | When is spelling correctly important? | I will be able to: <ul style="list-style-type: none"> • Spell correctly. | <ul style="list-style-type: none"> • Spell • Correctly |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | <p>Knowledge of Language Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>6.L.3 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | How do you vary sentence patterns to enhance the flow of your writing? | I will be able to: <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading or listening. | <ul style="list-style-type: none"> • Conventions • Sentence patterns |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | a. Vary sentence patterns for meaning, reader/listener interest, and style. | Does varying sentence length bring interest or meaning to writing? | I will be able to: <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. | <ul style="list-style-type: none"> • Vary • Sentence patterns • Meaning • Reader/listener • Interest • Style |
| 2 nd Quarter 5-Minute Grammar/Proofreading Practice | b. Maintain consistency in style and tone.* | How does consistency in style and tone of writing affect it? | I will be able to: <ul style="list-style-type: none"> • Maintain consistency in style and tone. | <ul style="list-style-type: none"> • Maintain • Consistency • Style • Tone |

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| 2 nd Quarter Great Source: Lessons in Literacy | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. | How does the root word help you determine the meaning of the word? | <ul style="list-style-type: none"> I will be able to: Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies. | <ul style="list-style-type: none"> Determine Clarify Unknown Multiple-meaning Choosing Strategies |
| | 6.L.4 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. | | | |
| 2 nd Quarter Great Source: Lessons in Literacy | a. 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. | How does using context clues help you determine the meaning of the word? | I will be able to: <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> Context Clues Meaning |
| 2 nd Quarter The Learning Works: Prefixes and Suffixes/Greek and Latin Roots | b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). | How does using affixes help you determine the meaning of the word? | I will be able to: <ul style="list-style-type: none"> Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word. | <ul style="list-style-type: none"> Greek Latin Affixes Roots Clues |
| 2 nd Quarter Great Source: Lessons in Literacy | c. 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. | How do reference materials help you determine the meaning of a word? | I will be able to: <ul style="list-style-type: none"> Consult reference materials, both print and digital, to find the pronunciation, part of speech and meaning. | <ul style="list-style-type: none"> Reference Dictionaries Glossaries Thesauruses Print Digital Pronunciation |
| 2 nd Quarter Great Source: Lessons in Literacy | d. 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). | How do you determine the meaning of a word? | I will be able to: <ul style="list-style-type: none"> Determine the effect of affixes on root words. | <ul style="list-style-type: none"> Verify Word Phrase |

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| <p>2nd Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> | <p>How do you determine word meaning based on context?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use context to identify the meaning of unfamiliar words. • Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast) | <ul style="list-style-type: none"> • Figurative language • Similes • Metaphors • Personification • Idioms |
| <p>2nd Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>6.L.5 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>How do you interpret figures of speech?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Determine meaning of figurative language, including similes, metaphors, personification and idioms. | <ul style="list-style-type: none"> • Figurative language • Similes • Metaphors • Personification • Idioms |
| <p>2nd Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>a. Interpret figures of speech (e.g., personification) in context.</p> | <p>Why are word relationships important to writing?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand. | <ul style="list-style-type: none"> • Relationship • Cause • Effect • Part • Whole • Item category |
| <p>2nd Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p>How do connotations and denotations affect words?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Distinguish among the connotations of words with similar denotations. | <ul style="list-style-type: none"> • Distinguish • Connotations • Denotations |
| <p>2nd Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> | | | |

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| <p>2nd Quarter Study Sync Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!</p> | <p>6.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> | <p>How does the words and phrases that are selected for use affect comprehension or expression?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Acquire and accurately use words and phrases. • Gather vocabulary. | <ul style="list-style-type: none"> • Acquire • Accurate • Gather |
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