


# Ganado Unified School District

## Literacy-6<sup>th</sup> Grade

### PACING Guide Third Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter  Close Reading  Study Sync  Steck-Vaughn: Inference  K12 Reader Website	<b>Reading Literature</b>  <b>Key Ideas and Details</b> <b>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.</b>  <b>6.RL.1</b> 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?   Why is figurative language helpful to word choice on meaning and tone?	I will be able to: <ul style="list-style-type: none"> <li>• Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text</li> <li>• Paraphrase or quote directly from literature to support their analysis or inference in written or oral response</li> <li>• Read a piece of historical fiction and support the events using primary source documents</li> <li>• Identify specific instances in the text to support analysis of text</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Exposition</li> <li>• Setting</li> <li>• Problem</li> <li>• Solution</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> </ul>
3 <sup>rd</sup> Quarter  The Learning Works: Figuratively Speaking!  Spotlight on Literary	<b>Craft and Structure</b> <b>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 or tone.</b>  <b>6.RL.4</b> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	How does figurative language affect the meaning of the text?   Why is figurative language helpful to word choice on meaning and tone?	I will be able to: <ul style="list-style-type: none"> <li>• Recognize the importance of figurative language and word choice</li> <li>• Draw conclusions about the style, mood and meaning of literary text based on word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Word choice</li> <li>• Style</li> <li>• Mood</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Personification</li> <li>• Idioms</li> </ul>

<p>Elements: Figurative Language</p> <p>Close Reading</p> <p>Study Sync</p> <p>K12 Reader Website</p>			<ul style="list-style-type: none"> <li>• Interpret the meaning of unknown words and phrases within a given text using context clues</li> <li>• Recognize the underlying meaning of text and interpret the tone of text as indicated by word choice</li> <li>• Analyze the impact of word choice</li> <li>• Determine the meaning of figurative language including similes, metaphors, personification and idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences</li> <li>• Interpret</li> <li>• Context clues</li> <li>• Tone</li> </ul>
<p>3<sup>rd</sup> Quarter</p> <p>The Learning Works: Figuratively Speaking!</p> <p>Close Reading</p> <p>Study Sync</p>	<p><b>Craft and Structure</b> <b>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.</b></p> <hr/> <p><b>6.RL.5</b> 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>How does setting influence the problem, conflict, and/or resolution of the text?</p> <p>What strategies do your characters use to solve problems?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe the plot and its components and analyze the influence of the setting</li> <li>• Analyze plot development to determine how conflicts are resolved</li> </ul>	<ul style="list-style-type: none"> <li>• Inductive reasoning</li> <li>• Deductive reasoning</li> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Theme</li> <li>• Setting</li> <li>• Plot</li> <li>• Conflicts</li> <li>• Resolution</li> </ul>
<p>3<sup>rd</sup> Quarter</p> <p>Spotlight on Literary Elements: Point of View</p>	<p><b>Craft and Structure</b> <b>Assess how point of view or purpose shapes the content and style of a text.</b></p> <hr/> <p><b>6.RL.6</b> 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>What is the point of view of the selection and why did the author choose this point of view?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different points of view in a literary selection (omniscient, first person, third person,</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Omniscient</li> <li>• First person</li> <li>• Third person</li> <li>• Objective</li> </ul>

Journeys		How would the story change if it were written in a different point of view?	<p>objective, limited omniscient)</p> <ul style="list-style-type: none"> <li>Recognize the first person point of view and cite examples showing the point of view</li> <li>Explain how a historical author has developed point of view in a given text</li> </ul>	<ul style="list-style-type: none"> <li>Limited omniscient</li> </ul>
3 <sup>rd</sup> Quarter	<p><b>Integration of Knowledge and Ideas</b>  <b>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p><b>6.RL.9</b>            9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	What similarities and differences do you notice between the two different literary texts?	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Identify the theme of different text forms and genres based on traits of the characters.</li> <li>Identify and discuss stylistic structures and elements</li> <li>Differentiate between literary forms (poems, stories, plays, novels) and genres</li> <li>Compare and contrast between classic words of literature with similar topics</li> </ul>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Genres</li> <li>Theme</li> <li>Character traits</li> <li>Stylistic structures</li> </ul>
Spotlight on Literary Elements: Theme Close Reading Study Sync Great Source: Lessons in Literacy				
3 <sup>rd</sup> Quarter	<p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b>  <b>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.</b></p> <p><b>6.RI.1</b>            1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	How does the setting affect the meaning of the text?	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Use elements of setting, cause and effect, making inferences, and sequencing to comprehend text</li> <li>Paraphrase or quote directly from literature to support their analysis or inference in written or oral response</li> </ul>	<ul style="list-style-type: none"> <li>Setting</li> <li>Cause/effect</li> <li>Infer</li> <li>Sequence</li> <li>Paraphrase</li> <li>Quote</li> <li>Primary source</li> <li>Secondary source</li> <li>Evidence</li> <li>Text support</li> </ul>
Close Reading Study Sync				

			<ul style="list-style-type: none"> <li>• Read a piece of historical fiction and support the events using primary source documents</li> <li>• Identify specific instances in the text to support analysis of text</li> </ul>	
3 <sup>rd</sup> Quarter Close Reading	<b>Key Ideas and Details</b> <b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	Which details support the theme or central idea of the text?	I will be able to: <ul style="list-style-type: none"> <li>• Tell which story elements determine the theme of a story.</li> <li>• Summarize text without personal opinion.</li> <li>• Identify the theme or central idea in an informational text</li> <li>• Find examples in informational text that demonstrate the theme</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Summarize</li> <li>• Text support</li> </ul>
Study Sync Steck-Vaughn: Main Idea	<b>6.RI.2</b> 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.			
3 <sup>rd</sup> Quarter Journeys Figuratively Speaking! Steck-Vaughn: Context	<b>Craft and Structure</b> <b>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.</b>	How do the origins or etymology of words affect our understanding of the words?	I will be able to: <ul style="list-style-type: none"> <li>• Determine the meanings of unfamiliar words through context.</li> <li>• Determine the meanings of words and phrases in a scientific article or text.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Phrases</li> <li>• Scientific article/text</li> </ul>
Study Sync	<b>6.RI.4</b> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
3 <sup>rd</sup> Quarter Close Reading	<b>Craft and Structure</b> <b>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.</b>	Why is it important for procedures and directions to be followed?	<ul style="list-style-type: none"> <li>• Identify key components of functional text and interpret details for specific purpose.</li> <li>• Explain that details, organization, and structure of a text helps guide understanding.</li> <li>• Analyze informational texts to understand the role sentences play in key concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Functional text</li> <li>• Organization</li> <li>• Analyze informational text</li> <li>• Directions</li> <li>• Legend</li> <li>• Diagram</li> <li>• Illustration</li> <li>• Sequences</li> <li>• Headings</li> </ul>
Study Sync	<b>6.RI.5</b> 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.			

			<ul style="list-style-type: none"> <li>Identify components of functional text (directions, legend, diagram, illustrations, sequences, headings)</li> </ul>	
3 <sup>rd</sup> Quarter	<b>Craft and Structure</b> <b>Assess how point of view or purpose shapes the content and style of a text.</b>	What is the author's purpose in writing this text?	I will be able to: <ul style="list-style-type: none"> <li>Identify the author's purpose and point of view for writing the informational text.</li> <li>Recognize the author's point of view and intended purpose for writing.</li> <li>Identify the possible audience.</li> </ul>	<ul style="list-style-type: none"> <li>Author's purpose</li> <li>Author's point of view</li> <li>Purpose</li> <li>Audience</li> </ul>
Close Reading	<b>6.RI.6</b> 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Study Sync				
Spotlight on Literary Elements: Point of View				
3 <sup>rd</sup> Quarter	<b>Integration of Knowledge and Ideas</b> <b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	What cultural differences exist between others and ours?	I will be able to: <ul style="list-style-type: none"> <li>Use information presented in different media and formats to develop understanding of topic or issue.</li> <li>Synthesize and interpret information in different formats.</li> <li>Understand information from a variety of sources (experiment, text, video, website)</li> <li>Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Formats</li> <li>Synthesize</li> <li>Interpret</li> <li>Experiment</li> <li>Text</li> <li>Video</li> <li>Website</li> <li>Analyze</li> <li>Visual techniques</li> <li>Opinion</li> <li>Decision</li> <li>Perception</li> </ul>
Close Reading	<b>6.RI.7</b> 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.			
Study Sync				
3 <sup>rd</sup> Quarter	<b>6.RI.8</b> 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do the facts in the story give you a clearer	I will be able to: <ul style="list-style-type: none"> <li>Identify the facts and details that support the author's argument</li> </ul>	<ul style="list-style-type: none"> <li>Facts</li> <li>Details</li> <li>Author's argument</li> <li>Identify</li> </ul>
Close Reading				



Study Sync		understanding of the issue? How do you evaluate the author's opinion on the issue?	regarding a particular idea.	•
3 <sup>rd</sup> Quarter PEG writing Four Square: Total Writing Lessons To Meet the Common Core	<b>Writing Standards</b>	Why is your argument valid?	I will be able to:	• Recognize
	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.</b>		• Recognize the importance of using a variety of writing formats to support their argument with detailed evidence.	•
	<b>6.W.1</b> 1. Write arguments to support claims with clear reasons and relevant evidence.			
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	a. Introduce claim(s) and organize the reasons and evidence clearly	Why are supporting claims with valid reasons important?	I will be able to: • Support claims with valid reasons.	• Support • Claims • Valid • Reasons
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Why are supporting claims with relevant evidence important?	• I will be able to: • Support claims with relevant evidence.	• Support • Claims • Valid • Reasons
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core PEG Writing	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Does word usage make a difference on the writing?	I will be able to: • Use words, phrases, and clauses to clarify relationships.	• Words • Phrases • Clauses • Clarify
3 <sup>rd</sup> Quarter Writing Lessons To Meet the	d. Establish and maintain a formal style.	How do you establish and maintain formal style?	I will be able to: • Establish and maintain formal style.	• Establish • Maintain • Formal style

Common Core RAFT Strategy				
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	e. Provide a concluding statement or section that follows from the argument presented.	Is a concluding statement important?	I will be able to: <ul style="list-style-type: none"> <li>• Provide a concluding statement.</li> <li>• Provide a concluding section supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide</li> <li>• Concluding statement</li> <li>• Concluding section</li> </ul>
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	<p><b>Production and Distribution of Writing</b>  <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>6.W.4</b>  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>	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: <ul style="list-style-type: none"> <li>• Write a clear and coherent writing piece appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce</li> <li>• Develop</li> <li>• Organize</li> <li>• Style</li> <li>• Choose</li> <li>• Task</li> <li>• Purpose</li> </ul>
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	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.	How do we determine the specific purpose for writing pieces?	I will be able to: Write a clear and coherent writing piece appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>• Produce</li> <li>• Functional writing</li> <li>• Develop</li> <li>• Organization</li> <li>• Appropriate</li> </ul>
3 <sup>rd</sup> Quarter Writing Lessons To Meet the Common Core	<p><b>Production and Distribution of Writing</b>  <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p><b>6.W.5</b>  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>	Why is the writing process important to improve a piece of writing selection?	I will be able to: <ul style="list-style-type: none"> <li>• Understand the importance of revising through peer and individual editing to rewrite your final draft.</li> <li>• Use 6 traits</li> </ul>	<ul style="list-style-type: none"> <li>• Understand</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> <li>• Final draft</li> <li>• Use</li> <li>• 6 traits</li> </ul>
3 <sup>rd</sup> Quarter	<p><b>Production and Distribution of Writing</b>  <b>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p>	How can technology and the Internet	I will be able to:	<ul style="list-style-type: none"> <li>• Understand</li> <li>• Technology</li> </ul>

	<p><b>6.W.6</b> 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>	improve a final draft?	<ul style="list-style-type: none"> <li>• Understand the importance of using technology including the Internet to produce and publish writing.</li> <li>• Plan, develop, and produce a visual presentation using a variety of media.</li> <li>• Publish a final writing product for an intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce</li> <li>• Publish</li> <li>• Writing</li> <li>• Plan</li> <li>• Develop</li> <li>• Produce</li> <li>• Visual</li> <li>• Media</li> </ul>	
3 <sup>rd</sup> Quarter Using Benchmark Papers to Teach Writing with the Traits PEG Writing	<p><b>Research to Build and Present Knowledge</b> <b>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	What did you learn about the person you studied?	I will be able to:	<ul style="list-style-type: none"> <li>• Gather information from multiple print and digital sources, assess the credibility, and cite sources</li> <li>• Gather information from a variety of sources</li> <li>• Use search terms and cite data.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather</li> <li>• Information</li> <li>• Multiple print</li> <li>• Digital sources</li> <li>• Assess</li> <li>• Credibility</li> <li>• Cite</li> <li>• Sources</li> <li>• Search terms</li> <li>• data</li> </ul>
	<p><b>6.W.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>				
3 <sup>rd</sup> Quarter Journeys Study Sync	<p><b>Research to Build and Present Knowledge</b> <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	How can we learn to appreciate our similarities and differences through literature?	I will be able to:	<ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw</li> <li>• Evidence</li> <li>• Literary</li> <li>• Informational</li> </ul>
	<p><b>6.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
3 <sup>rd</sup> Quarter Journeys Study Sync	a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g. stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	What can we learn from different genres?	I will be able to:	<ul style="list-style-type: none"> <li>• Apply standards to literature text in different genre or forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Standards</li> <li>• Genre</li> <li>• Forms</li> </ul>
3 <sup>rd</sup> Quarter Journeys Study Sync	b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Why is it important to support claims in a text?	I will be able to:	<ul style="list-style-type: none"> <li>• Apply standards to literature text in different genre or forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Standards</li> <li>• Genre</li> <li>• Forms</li> </ul>



3 <sup>rd</sup> Quarter Study Sync R.A.F.T strategy Journal Writing	<b>Range of Writing</b> <b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> <b>6.W.10</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.	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"> <li>• Write over extended time frames.</li> <li>• Write with a purpose.</li> <li>• Write for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> </ul>
3 <sup>rd</sup> Quarter Study Sync	<b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> <b>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.</b> <b>6.SL.1</b> 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.	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"> <li>• Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively engage</li> <li>• Collaborate</li> <li>• Partners</li> <li>• Topics</li> <li>• Texts</li> <li>• Issues</li> </ul>
3 <sup>rd</sup> 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"> <li>• Discuss comparison between two or more characters, setting or events across stories, topics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Characters</li> <li>• Setting</li> <li>• Events</li> </ul>
3 <sup>rd</sup> 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"> <li>• Delegate roles for group expectations and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Delegate</li> <li>• Roles</li> <li>• Goals</li> </ul>
3 <sup>rd</sup> 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 discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: <ul style="list-style-type: none"> <li>• Pose and respond to specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pose</li> <li>• Respond</li> <li>• Specific</li> <li>• Questions</li> </ul>
3 <sup>rd</sup> Quarter Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.	What	I will be able to: <ul style="list-style-type: none"> <li>• Review discussions for understanding of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussions</li> </ul>

<p>3<sup>rd</sup> Quarter Study Sync</p>	<p><b>Comprehension and Collaboration</b> <b>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>6.SL.2</b> 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>	<p>How do two accounts of an event differ and how are they similar?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that information contributes to a topic.</li> <li>• Draw valid conclusions based on text evidence.</li> <li>• Interpret graphic features of various media.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Draw</li> <li>• Valid conclusions</li> <li>• Interpret</li> <li>• Diverse media</li> <li>• Topic</li> <li>• Text</li> <li>• Issue</li> </ul>
<p>3<sup>rd</sup> Quarter Study Sync</p> <p>Writing Lessons for the Interactive Whiteboard</p>	<p><b>Comprehension and Collaboration</b> <b>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b></p> <p><b>6.SL.3</b> 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>How do primary sources provide insight into the immigrants’ experiences?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between claims that are supported by reasons and evidence and those that aren’t.</li> <li>• Distinguish between claims that are supported by reasons and evidence from claims that are not.</li> <li>• Delineate a speaker’s argument and specific claims.</li> </ul> <p>Predict, clarify, analyze, and critique a speaker’s information and point of view.</p>	<ul style="list-style-type: none"> <li>• Delineate</li> <li>• Argument</li> <li>• Specific claims</li> <li>• Claims</li> <li>• Differentiate</li> <li>• Distinguish</li> <li>• Predict</li> <li>• Clarify</li> <li>• Analyze</li> <li>• Critique</li> </ul>
<p>3<sup>rd</sup> Quarter Study Sync</p>	<p><b>Presentation of Knowledge and Ideas</b> <b>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.</b></p>	<p>Which nonverbal communication cues contributed to</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare and deliver speech effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare</li> <li>• Deliver</li> <li>• Speech</li> </ul>

<p>Writing Lessons for the Interactive Whiteboard</p>	<p><b>6.SL.4</b> 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>	<p>the success of the speech?</p>	<p>through verbal and nonverbal communication with a specific audience.</p> <ul style="list-style-type: none"> <li>• Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Nonverbal</li> <li>• Audience</li> <li>• Sequence</li> <li>• Accentuate</li> <li>• Main ideas</li> <li>• Themes</li> <li>• Eye contact</li> <li>• Volume</li> <li>• Clear pronunciation</li> </ul>
<p>3<sup>rd</sup> Quarter Study Sync  Writing Lessons for the Interactive Whiteboard</p>	<p><b>Presentation of Knowledge and Ideas</b> <b>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p><b>6.SL.5</b> 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>	<p>How did your choice of multimedia enhance your presentation?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Clarify information in a presentation using multimedia components.</li> <li>• Plan, develop and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics</li> <li>• Images</li> <li>• Music</li> <li>• Sound</li> <li>• Visual</li> <li>• Multimedia</li> </ul>
<p>3<sup>rd</sup> Quarter Study Sync  Readers Theater  Fluency</p>	<p><b>Presentation of Knowledge and Ideas</b> <b>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p><b>6.SL.6</b> 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.)</p>	<p>How does adapting your speech indicate command of English?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Adapt speech</li> <li>• Demonstrate command of formal English</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Speech</li> <li>• Demonstrate</li> </ul>
<p>3<sup>rd</sup> Quarter 5-Minute Proofreading/</p>	<p><b>Language Standards</b> <b>Conventions of Standard English</b> <b>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b></p>	<p>How does correct usage of pronouns in the proper case</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of English grammar and</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Grammar</li> </ul>

Grammar Practice	<b>6.L.1</b> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	change your writing?	using in writing and speaking.	
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	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: • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case.	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Pronouns</li> <li>• Usage</li> <li>• Grammar</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	When do you use intensive pronouns?	I will be able to: • Use pronouns effectively, intensive pronouns, recognize, and correct	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Intensive pronouns</li> <li>• Recognize</li> <li>• Correct</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	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: • Make corrections to pronoun number and person shifts.	<ul style="list-style-type: none"> <li>• Pronoun number</li> <li>• Person shifts</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	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: • Improve use of vague pronouns.	<ul style="list-style-type: none"> <li>• Improve</li> <li>• Vague</li> <li>• Pronouns</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	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 using proper Standard English?	I will be able to: • Use proper case subjective, objective, and possessive pronouns.	<ul style="list-style-type: none"> <li>• Proper case</li> <li>• Subjective</li> <li>• Objective</li> <li>• Possessive pronouns</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	<b>Conventions of Standard English</b> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	How do you know your punctuation and spelling is correct?	I will be able to: • Correctly use conventions of Standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>
	<b>6.L.2</b> 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
3 <sup>rd</sup> Quarter	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"> <li>• Punctuation</li> <li>• Commas</li> </ul>



5-Minute Proofreading/ Grammar Practice			<ul style="list-style-type: none"> <li>• Use punctuation (commas, parenthesis, and dashes) to set off.</li> </ul>	<ul style="list-style-type: none"> <li>• Parenthesis</li> <li>• Dashes</li> </ul>
3 <sup>rd</sup> Quarter 5-Minute Proofreading/ Grammar Practice	b. Spell correctly.	When is spelling correctly important?	I will be able to: <ul style="list-style-type: none"> <li>• Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell</li> <li>• Correctly</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lesson in Literacy	<b>Vocabulary Acquisition and Use</b> <b>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.</b> <b>6.L.4</b> 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.	How does the root word help you determine the meaning of the word?	I will be able to: <ul style="list-style-type: none"> <li>• Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Unknown words</li> <li>• Multi-meaning words</li> <li>•</li> </ul>
3 <sup>rd</sup> Quarter Steck-Vaughn: Context Great Source: Lesson 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 do context clues help you determine the meaning of the word?	I will be able to: <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> </ul>
3 <sup>rd</sup> Quarter The Learning Works: Prefixes and Suffixes/Greek and Latin Roots Great Source: Lesson in Literacy	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 do affixes change the meaning?	I will be able to: <ul style="list-style-type: none"> <li>• Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Affixes</li> <li>• Root words</li> <li>• Context clues</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lesson in Literacy	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech.	How do reference materials help you?	I will be able to: <ul style="list-style-type: none"> <li>• Consult reference materials, both print and digital, to find the</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Print</li> <li>• Digital media</li> <li>• Pronunciation</li> </ul>

			pronunciation, part of speech and meaning.	<ul style="list-style-type: none"> <li>• Part of speech</li> <li>• Meaning</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lesson in Literacy	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning of a word in context or in a dictionary).	How do determine the difference root words have on affixes?	I will be able to: <ul style="list-style-type: none"> <li>• Determine effect of affixes on root words.</li> </ul>	<ul style="list-style-type: none"> <li>• Affixes</li> <li>• Root words</li> <li>• Effect</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lesson in Literacy The Learning Works: Figuratively Speaking!	<p><b>Vocabulary Acquisition and Use</b>  <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>6.L.5</b>  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	How do you determine word meaning based on context?	I will be able to: <ul style="list-style-type: none"> <li>• Use context to identify the meaning of unfamiliar words.</li> <li>• Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast)</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Identify</li> <li>• Unfamiliar words</li> <li>• Figurative language</li> <li>• Word relationships</li> <li>• Nuances</li> <li>• Word meanings</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	a. Interpret figures of speech (e.g., personification) in context.	How do you interpret figures of speech?	I will be able to: <ul style="list-style-type: none"> <li>• Determine meaning of figurative language, including similes, metaphors, personification and idioms.</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Personification</li> <li>• Idioms</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lessons in Literacy	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	How do you use word relationships to better understand the words?	I will be able to: <ul style="list-style-type: none"> <li>• Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Part and whole</li> <li>• Item and category</li> </ul>
3 <sup>rd</sup> Quarter Great Source: Lesson in Literacy The Learning Works:	c. Distinguish among the connotations (associations) or words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	How do connotations and denotations affect words?	I will be able to: <ul style="list-style-type: none"> <li>• Distinguish among the connotations of words with similar denotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish</li> <li>• Connotations</li> <li>• Denotations</li> </ul>

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