

Centerville-Abington Elementary Curriculum Mapping
Language Arts – 6th Grade
1st Nine Weeks
Kenny Marshall

Standards	Reading Literature & Informational Text	Foundational Skills Decoding/Fluency	Target/Academic Vocabulary	Spelling & Language	Writing	Assessment
6.RL.1 6.RL.2.1 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3	<u>Selections</u> Anchor Text The School Story [WEEK 1] Genre: Realistic Fiction <u>Text-based Comprehension</u> Target Skill Understanding Characters Target Strategy Question Supporting Skills Dialogue Simile	<u>Decoding</u> VCCV Syllable Pattern <u>Fluency</u> Accuracy	<u>Target/Academic Vocabulary</u> literary, revisions, manuscript, wry, editorial, muted, maze, publishing, pressuring, disclose <u>Domain-Specific Vocabulary</u> agent, copyright, plagiarism, press release, self-publish <u>Vocabulary Strategies</u> Prefixes dis-, ex-, inter-, non	<u>CORE SOURCE SPELLING</u> Unit 1 – analogies and letter sound awareness [WEEK 1] <u>Grammar Skill</u> DOL WEEK 1 Shurley Chapter 2 – nouns and verbs, sentence classification, 5 core sentence parts, adjectives and adverbs, kinds of sentences [WEEKS 1 & 2] Complete Sentences	<u>Writing Mode</u> Narrative Writing [WEEKS 3-9] 3-point paragraph [WEEKS 3-9] <u>Writing Form</u> Personal Narrative 3-Point Paragraph <u>Focus Trait</u> Voice	<u>Weekly Tests</u> 1.2-1.9 Spelling Dictation and Skill Test #1 DOL Quiz #1
6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2	<u>Selections</u> Anchor Text Knots in My Yo-Yo String [WEEK 2] Genre: Autobiography	<u>Decoding</u> VCV Syllable Pattern <u>Fluency</u> Phrasing: Pauses	<u>Target/Academic Vocabulary</u> contested, pursuit, scholastic, grimly, employed, tumult,	<u>CORE SOURCE SPELLING</u> Unit 2 – synonyms and antonyms [WEEK 2]	<u>Writing Mode</u> Narrative Writing [WEEKS 3-9] 3-point paragraph [WEEKS 3-9]	<u>Weekly Tests</u> 2.2-2.9 Spelling Dictation and Skill Test #2 DOL Quiz #2

6.RL.4.1 6.RL.4.2 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1	Text-based Comprehension Target Skill Author's Purpose Target Strategy Infer/Predict Supporting Skills Point of View Figurative Language		mentor, culprit, deprived, miraculous <u>Domain-Specific Vocabulary</u> aerobic, agility, endurance, flexibility, physical fitness <u>Vocabulary Strategies</u> Suffixes –er, –or, –ar, – ist, –ian, –ent	<u>Grammar Skill</u> DOL WEEK 2 Shurley Chapter 2 – nouns and verbs, sentence classification, 5 core sentence parts, adjectives and adverbs, kinds of sentences [WEEKS 1 & 2] Kinds of Sentences	<u>Writing Form</u> Personal Narrative 3-Point Paragraph <u>Focus Trait</u> Voice	Shurley Chapter 2 TEST
6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1	Selections Anchor Text The Making of a Book [WEEK 3] Genre: Informational Text <u>Text-based Comprehension</u> Target Skill Sequence of Events Target Strategy Analyze/Evaluate Supporting Skills Domain-Specific Vocabulary Diagrams	<u>Decoding</u> Stressed and Unstressed Syllables <u>Fluency</u> Intonation	<u>Target/Academic Vocabulary</u> painstaking, exploded, submitted, negotiations, collaborate, repetitive, appealing, complement, appropriate, impaired <u>Domain-Specific Vocabulary</u> best-seller, copyedit, marketing, public domain, publicize	<u>CORE SOURCE SPELLING</u> Unit 3 – prefixes and homophones [WEEK 3] <u>Grammar Skill</u> DOL WEEK 3 Shurley Chapter 3 – prepositions, prepositional phrases, objects of the preposition, skill check for nouns – singular, plural, common, or	<u>Writing Mode</u> Narrative Writing [WEEKS 3-9] 3-Point Paragraph [WEEKS 3-9] <u>Writing Form</u> Story Scene <u>Focus Trait</u> Word Choice <u>Research/Media Literacy Skills</u> Present Findings	<u>Weekly Tests</u> 3.8-3.15 Spelling Dictation and Skill Test #3 DOL Quiz #3 Shurley Quiz – Ch. 3 [WEEK 4]

6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1			<u>Vocabulary Strategies</u> Multiple-Meaning Words	proper, simple subject, simple predicate, complete subject, and complete predicate [WEEKS 3-5] Kinds of Sentences		
6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1	<u>Selections</u> Anchor Text The ACES Phone [WEEK 4] Genre: Science Fiction Paired Selection Silent Noise Genre: Informational Text <u>Text-based Comprehension</u> Target Skill Story Structure Target Strategy Monitor/Clarify Supporting Skills Alliteration Style and Tone	<u>Decoding</u> VCCCV Syllable Pattern <u>Fluency</u> Rate	<u>Target/Academic Vocabulary</u> clamor, torrent, clustered, doleful, swiveled, coaxed, transmissions, accustomed, urgent, void <u>Domain-Specific Vocabulary</u> body language, frequencies, linguistics, pitch, sonar <u>Vocabulary Strategies</u> Prefixes de-, trans-	<u>CORE SOURCE SPELLING</u> Unit 4 – prefixes and spelling patterns for ‘s’ [WEEK 4] <u>Grammar Skill</u> DOL WEEK 4 Shurley Chapter 3 – prepositions, prepositional phrases, objects of the preposition, skill check for nouns – singular, plural, common, or proper, simple subject, simple predicate, complete	<u>Writing Mode</u> Narrative Writing [WEEKS 3-9] 3-Point Paragraph [WEEKS 3-9] <u>Writing Form</u> Plan a Fictional Narrative <u>Focus Trait</u> Organization	<u>Weekly Tests</u> 4.2-4.9 Dictation and Skill Test #4 DOL Quiz #4 Shurley Quiz – Ch. 3 [WEEK 4]

6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1				subject, and complete predicate [WEEKS 3-5] Common and Proper Nouns		
6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2	<u>Selections</u> Anchor Text “Do Knot Enter” from Math Trek: Adventures in the Math Zone [WEEK 5] Genre: Informational Text Paired Selection The Knot That Is Not Genre: Informational Text <u>Text-based Comprehension</u> Target Skill Text and Graphic Features Target Strategy Summarize Supporting Skills Text Structure Figurative Language	<u>Decoding</u> Schwa in Unstressed Syllables <u>Fluency</u> Stress	<u>Target/Academic Vocabulary</u> observe, raucous, looms, zany, gigantic, impressive, phony, distinguish, intriguing, correspond <u>Domain-Specific Vocabulary</u> classify, dimensional, complexity, quantitative, tabulate <u>Vocabulary Strategies</u> Word Relationships	<u>CORE SOURCE SPELLING</u> Unit 5 – suffixes and plurals [WEEK 5] <u>Grammar Skill</u> DOL WEEK 5 Shurley Chapter 3 – prepositions, prepositional phrases, objects of the preposition, skill check for nouns – singular, plural, common, or proper, simple subject, simple predicate, complete subject, and complete predicate [WEEKS 3-5]	<u>Writing Mode</u> Argument Writing <u>Writing Form</u> Argument Paragraph <u>Focus Trait</u> Organization	<u>Weekly Tests</u> 7.2-7.9 Dictation and Skill Test #5 DOL Quiz #5 Shurley TEST – Ch. 3 [WEEK 5]

6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2				<u>Grammar Skill</u> Verbs and Objects		
6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b	<u>Selections</u> Anchor Text Kensuke's Kingdom [WEEK 6] Genre: Realistic Fiction <u>Text-based Comprehension</u> Target Skill Cause and Effect Target Strategy Visualize Supporting Skills Style and Tone Point of View	<u>Decoding</u> Base Words and Inflectional Endings <u>Fluency</u> Accuracy	<u>Target/Academic Vocabulary</u> venture, defy, consequences, permeated, poised, rigid, rudimentary, sparsely, array, immaculately <u>Domain-Specific Vocabulary</u> biosphere, cones, observation, ecosystem, predator, restoration <u>Vocabulary Strategies</u> Denotation and Connotation	<u>CORE SOURCE SPELLING</u> Unit 6 – singular and plural forms; spelling patterns for 's' [WEEK 6] <u>Grammar Skill</u> DOL WEEK 6 Shurley – Chapter 4 – pronouns, compound parts, conjunctions, fragments and run- ons [WEEKS 6-8] Subordinating Conjunctions	<u>Writing Mode</u> Argument Writing [WEEKS 6-8] 3-Point Paragraph [WEEKS 3-9] <u>Writing Form</u> Plan an Argument <u>Focus Trait</u> Ideas	<u>Weekly Tests</u> 9.2-9.9 Dictation and Skill Test #6 DOL Quiz #6 Shurley Quiz – Ch. 4 [WEEK 7]

6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3						
6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3	<u>Selections</u> Anchor Text Children of the Midnight Sun: Young Native Voices of Alaska [WEEK 7] Genre: Literary Nonfiction <u>Text-based Comprehension</u> Target Skill Compare and Contrast Target Strategy Question Supporting Skills Arguments and Claims Author's Purpose	<u>Decoding</u> Recognizing Common Suffixes <u>Fluency</u> Intonation	<u>Target/Academic Vocabulary</u> lore, abundance, lush, teeming, altered, sophisticated, retains, concept, cultural, heritage <u>Domain-Specific Vocabulary</u> ceremony, generation, indigenous, traditional, tribal <u>Vocabulary Strategies</u> Synonyms	<u>CORE SOURCE SPELLING</u> Unit 7 –spelling patterns for 'k' and suffixes [WEEK 7] <u>Grammar Skill</u> DOL WEEK 7 Shurley – Chapter 4 – pronouns, compound parts, conjunctions, fragments and run-ons [WEEKS 6-8] Longer Sentences	<u>Writing Mode</u> Argument Writing [WEEKS 6-8] 3-Point Paragraph [WEEKS 3-9] <u>Writing Form</u> Draft, Revise, Edit, and Publish an Argument <u>Focus Trait</u> Sentence Fluency	<u>Weekly Tests</u> 10.2-10.11 Dictation and Skill Test #7 DOL Quiz #7 Shurley Quiz – Ch. 4 [WEEK 7]

6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2						
6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2	<u>Selections</u> Anchor Text Onward: A Photobiography of African American Polar Explorer Matthew Henson Genre: Biography <u>Text-based Comprehension</u> Target Skill Main Idea and Details Target Strategy Monitor/Clarify Supporting Skills Connotation Domain-Specific Vocabulary	<u>Decoding</u> Consonant Alternations <u>Fluency</u> Stress	<u>Target/Academic Vocabulary</u> sacrificed, frigid, equivalent, participants, durable, expanse, deduced, affirmed, culmination, prime <u>Domain-Specific Vocabulary</u> cartography, compass, frontier, sextant, territories <u>Vocabulary Strategies</u> Figures of Speech	<u>CORE SOURCE</u> <u>SPELLING</u> Unit 8 – spelling patterns for ‘j’ and often-confused words [WEEK 8] <u>Grammar Skill</u> DOL WEEK 8 Shurley – Chapter 4 – pronouns, compound parts, conjunctions, fragments and run- ons [WEEKS 6-8] Simple and Perfect Verb Tenses	<u>Writing Mode</u> Informative Writing [WEEKS 8-10] 3-Point Paragraph [WEEKS 3-9] <u>Writing Form</u> Definition Essay <u>Focus Trait</u> Organization	<u>Weekly Tests</u> 13.7-13.14 Dictation and Skill Test #8 DOL Quiz #8 Shurley TEST – Ch. 4 [WEEK 8]

6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.1 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3	<u>Selections</u> Anchor Text Any Small Goodness <i>[WEEK 9]</i> Genre: Realistic Fiction <u>Text-based Comprehension</u> Target Skill Theme Target Strategy Visualize Supporting Skills Hyperbole Author's Word Choice	<u>Decoding</u> Prefixes and Word Roots <u>Fluency</u> Accuracy	<u>Target/Academic Vocabulary</u> veered, anonymous, bland, motive, skeptical, reception, understatement, emulate, aim, fanatic <u>Domain-Specific Vocabulary</u> volunteerism, civic pride, citizen, patriot, social work <u>Vocabulary Strategies</u> Word Relationships	<u>CORE SOURCE SPELLING</u> Unit 9 – analogies, suffixes, and spelling patterns for 'k' <i>[WEEK 9]</i> <u>Grammar Skill</u> DOL WEEK 9 Shurley – Chapter 5 - helping verbs, 'not' as an adverb, adverb exception, natural and inverted order, compound sentences, comma splices, run- ons, coordinating conjunctions, and connective adverbs <i>[WEEKS 9-11]</i> Subject-Verb Agreement	<u>Writing Mode</u> Informative Writing <i>[WEEKS 8-10]</i> Creative Writing <i>[WEEKS 9-36]</i> <u>Writing Form</u> Plan an Informational Essay (Prewrite) <u>Focus Trait</u> Ideas	<u>Weekly Tests</u> 14.2-14.9 Dictation and Skill Test #9 DOL Quiz #9 Shurley Quiz – Ch. 5 <i>[WEEK 10]</i>
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Centerville-Abington Elementary Curriculum Mapping
Language Arts – 6th Grade
2nd Nine Weeks
Kenny Marshall

<p>6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p><u>Selections</u> Poetry Unit – write various styles and interpret various published selections [4 WEEKS]</p> <p><u>NOVEL – NUMBER THE STARS [4 WEEKS]</u></p> <p><u>Text-based Comprehension</u> Target Skill Styles of poetry Poetry interpretation Understanding characters, plot, theme, story structure</p> <p><u>Target Strategy</u> Comprehension using ‘restate the question’ and find ‘text evidence’ Graphic Organizers inside notebook/journal</p> <p><u>Supporting Skills</u> Vocabulary review Comprehension questions</p>	<p><u>Decoding</u> Determining the meaning of words</p> <p><u>Fluency</u> Accuracy</p>	<p><u>Target/Academic Vocabulary (including Domain-Specific words)</u> <u>Poetry:</u> alliteration, hyperbole, imagery, metaphor, onomatopoeia, personification, rhyme, simile, stanza, figurative language, idiom <u>Number the Stars:</u> rucksack, contempt, sabotage, murmured, impassive, solemn, trousseau, rationed, kroner, swastika, curfew, exasperated, disdainfully, synagogue, rabbi, imprinted, reluctantly, specter, gestured, staccato, typhus, rummaging, donned, concealed, warily, prejudice, occupation, Resistance, interdependence, Menorah, Star of David, holocaust</p> <p><u>Vocabulary Strategies</u> Memorize words and definitions – Quizlet.com Marzano strategy – picture, sentence, definition, synonym, and antonym</p>	<p><u>CORE SOURCE SPELLING</u> Unit 10 – suffixes and contractions</p> <p><u>Grammar Skill</u> DOL WEEK 10 Shurley – Chapter 5 - helping verbs, ‘not’ as an adverb, adverb exception, natural and inverted order, compound sentences, comma splices, run-ons, coordinating conjunctions, and connective adverbs [WEEKS 9-11] Regular and Irregular Verbs</p> <p><u>CORE SOURCE SPELLING</u> Unit 11 – look-alike words</p> <p><u>Grammar Skill</u> DOL WEEK 11 Shurley – Chapter 5 - helping verbs, ‘not’ as an adverb, adverb exception, natural and inverted order, compound sentences, comma</p>	<p><u>Writing Mode</u> Poetry Journal Interactive notebook/journal for <u>Number the Stars</u> Creative Writing</p> <p><u>Writing Form</u> Poetry Booklet Response Essay to novel Paragraph writing (Draft, Revise, Edit, and Publish)</p> <p><u>Focus Trait</u> Voice</p>	<p><u>Weekly Tests</u></p> <ul style="list-style-type: none"> • Poetry Vocabulary Quiz – end of unit • Novel Vocabulary Quiz – end of unit • Comprehension Questions and Quizzes • Dictation and Skill Test #10 • DOL Quiz #10 • Shurley Quiz – Ch. 5 [WEEK 10] • Dictation and Skill Test #11 • DOL Quiz #11 • Shurley TEST – Ch. 5 [WEEK 11] • Dictation and Skill Test #12 • DOL Quiz #12 • Shurley Quiz – Ch. 6 [WEEK 13] • Dictation and Skill Test #13 • DOL Quiz #13 • Shurley Quiz – Ch. 6 [WEEK 13] • Dictation and Skill Test #14 • DOL Quiz #14 • Shurley TEST – Ch. 6 [WEEK 14] • Dictation and Skill
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				<p>splices, run-ons, coordinating conjunctions, and connective adverbs <i>[WEEKS 9-11]</i></p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 12 – contractions</p> <p><u>Grammar Skill</u> DOL WEEK 12 Shurley – Chapter 6 - interjections, possessive nouns, clauses, complex sentences <i>[WEEKS 12-14]</i></p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 13 – homophones and apostrophes</p> <p><u>Grammar Skill</u> DOL WEEK 13 Shurley – Chapter 6 - interjections, possessive nouns, clauses, complex sentences <i>[WEEKS 12-14]</i></p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 14 – suffixes and past tense form of verbs</p>		<p>Test #15</p> <ul style="list-style-type: none"> • DOL Quiz #15 • Shurley Review Chapters 2-6 <i>[WEEKS 15-17]</i> • Dictation and Skill Test #16 • DOL Quiz #16 • Shurley TEST – Chapters 2-6 <i>[WEEK 18]</i>
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Grammar Skill

DOL WEEK 14

Shurley – Chapter 6 -
interjections,
possessive nouns,
clauses, complex
sentences

[WEEKS 12-14]

CORE SOURCE

SPELLING

Unit 15 – suffix ‘er’
and its meanings

Grammar Skill

DOL WEEK 15

Shurley – Review of
Chapters 2-6

[WEEKS 15-17]

CORE SOURCE

SPELLING

Unit 16 –
possessives,
comparative and
superlative forms,
and suffixes

Grammar Skill

DOL WEEK 16

Shurley – Review of
Chapters 2-6

[WEEKS 15-17]

Grammar Skill

Shurley – TEST over
Chapters 2-6

Centerville-Abington Elementary Curriculum Mapping
Language Arts – 6th Grade
3rd Nine Weeks
Kenny Marshall

<p>6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p><u>Selections</u> Novel – Freedom Walkers (NF) Novel – Because They Marched (NF)</p> <p><u>Text-based Comprehension</u> Target Skill Compare and Contrast Fact and Opinion Cause and Effect</p> <p><u>Target Strategy</u> Summarize Sequence of Events</p> <p><u>Supporting Skills</u> Author's Purpose Main Ideas and Details Figurative Language Text Structure Analyze Setting Conclusions and Generalizations</p>	<p><u>Decoding</u> Comparing Related Words Prefixes Suffixes</p> <p><u>Fluency</u> Phrasing: Punctuation Accuracy Expression</p>	<p><u>Target/Academic Vocabulary (including Domain-Specific words)</u> Freedom Walkers: segregation, discriminate, obstacle, influential, integration, reluctantly, brutal, boycott, oppression, murmur, nonviolent resistance, morale, jubilant, petty, advocating, defiance, hostile, verdict, entitled, sit-in, cease, indicted, reputation, decisive</p> <p><u>Because They Marched:</u> –WORDS TO BE ADDED LATER–</p> <p><u>Vocabulary Strategies</u> Memorize words and definitions – Quizlet.com Marzano strategy – picture, sentence, definition, synonym, and antonym</p>	<p><u>CORE SOURCE SPELLING</u> Unit 17 – words spelled with double letters but only hear one sound and plural forms of nouns</p> <p><u>Grammar Skill</u> DOL WEEK 17 Shurley – Chapter 7 – Pattern 2 – direct object, transitive verb, regular and irregular verbs [WEEKS 19-22]</p> <p><u>CORE SOURCE SPELLING</u> Unit 18 – words with silent letters and multiple meaning words</p> <p><u>Grammar Skill</u> DOL WEEK 18 Shurley – Chapter 7 – Pattern 2 – direct object, transitive verb, regular and irregular verbs [WEEKS 19-22]</p> <p><u>CORE SOURCE SPELLING</u> Unit 19 – double</p>	<p><u>Writing Mode</u> Novel Journal Interactive Notebook/Folder Creative Writing Paragraph Writing</p> <p><u>Writing Form</u> Compare-Contrast Essay Interactive Notebook Plan a Research Paper – write an essay Cause and Effect statements</p> <p><u>Focus Trait</u> Word Choice Sentence Fluency Organization</p>	<p><u>Weekly Tests</u></p> <ul style="list-style-type: none"> • Novel Vocabulary Quiz – end of unit • Comprehension Questions and Quizzes • Dictation and Skill Test #17 • DOL Quiz #17 • Shurley Quiz – Ch. 7 [WEEK 21] • Dictation and Skill Test #18 • DOL Quiz #18 • Shurley Quiz – Ch. 7 [WEEK 21] • Dictation and Skill Test #19 • DOL Quiz #19 • Shurley Quiz – Ch. 7 [WEEK 21] • Dictation and Skill Test #20 • DOL Quiz #20 • Shurley TEST – Ch. 7 [WEEK 22] • Dictation and Skill Test #21 • DOL Quiz #21 • Shurley Quiz – Ch. 8 [WEEKS 24-26] • Dictation and Skill Test #22
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				<p>consonants that make only one sound and</p> <p><u>Grammar Skill</u> DOL WEEK 19 Shurley – Chapter 7 - Pattern 2 – direct object, transitive verb, regular and irregular verbs [WEEKS 19-22]</p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 20 – singular and plural forms; singular and plural possessive forms</p> <p><u>Grammar Skill</u> DOL WEEK 20 Shurley – Chapter 7 - Pattern 2 – direct object, transitive verb, regular and irregular verbs [WEEKS 19-22] – mix in Pattern 1 sentences...they must decide what to do... TEST – CHAPTER 7</p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 21 – Greek and Latin Roots and words with silent consonants</p>	<ul style="list-style-type: none"> • DOL Quiz #22 • Shurley Quiz – Ch. 8 [WEEKS 24-26] • Dictation and Skill Test #23 • DOL Quiz #23 • Shurley Quiz – Ch. 8 [WEEKS 24- 26] • Dictation and Skill Test #24 • DOL Quiz #24 • Shurley Quiz – Ch. 8 [WEEKS 24-26] • Dictation and Skill Test #25 • DOL Quiz #25 • Shurley TEST – Ch. 8 [WEEKS 27]
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Grammar Skill

DOL WEEK 21

Shurley – Chapter 8 -
object pronoun,
mixed practice of
Pattern 1 and 2
sentences, principal
parts of verbs
[WEEKS 23-27]

CORE SOURCE**SPELLING**

Unit 22 –
homophones and
homographs

Grammar Skill

DOL WEEK 22

Shurley – Chapter 8 -
object pronoun,
mixed practice of
Pattern 1 and 2
sentences, principal
parts of verbs
[WEEKS 23-27]

CORE SOURCE**SPELLING**

Unit 23 – prefixes
and suffixes;
positive/comparative
/superlative forms

Grammar Skill

DOL WEEK 23

Shurley – Chapter 8 -
object pronoun,
mixed practice of
Pattern 1 and 2
sentences, principal

				<p>parts of verbs <i>[WEEKS 23-27]</i></p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 24 – sounds spelled more than one way and plural forms of nonsense words</p> <p>Shurley – Chapter 8 - object pronoun, mixed practice of Pattern 1 and 2 sentences, principal parts of verbs <i>[WEEKS 23-27]</i></p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 25 – look-alike words</p> <p>Shurley – Chapter 8 - object pronoun, mixed practice of Pattern 1 and 2 sentences, principal parts of verbs <i>[WEEKS 23-27]</i> TEST – CHAPTER 8</p>		
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Centerville-Abington Elementary Curriculum Mapping
Language Arts – 6th Grade
4th Nine Weeks
Kenny Marshall

<p>6.RL.1 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RV.1 6.RV.2.1 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1c 6.W.6.1d 6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p><u>Selections</u> Novel – The Seven Wonders of Sassafras Springs Novel – Where the Red Fern Grows</p> <p><u>Text-based Comprehension</u> Target Skill Compare and Contrast Fact and Opinion Cause and Effect Understanding Characters</p> <p>Target Strategy Summarize Sequence of Events</p> <p>Supporting Skills Author's Purpose Main Ideas and Details Figurative Language Text Structure Analyze Setting Conclusions and Generalizations</p>	<p><u>Decoding</u></p> <p>Fluency Accuracy Pacing</p>	<p><u>Target/Academic Vocabulary (including Domain-Specific words)</u> <u>The Seven Wonders of Sassafras Springs:</u> whittled, murmured, marvel, coax, pondering, influenza, trudged, muttered, genuine, rile, hideous, nuisance, gingerly, hankering, cameo, chipper, gangly, suspicious, bedraggled, plague, stingy, merely, ornery, parcel, wither</p> <p><u>Where the Red Fern Grows:</u> dormant, prowl, muster, persistence, coaxed, cunning, taut, monotonous, impulsively, commotion, rile, hastily, woe, quavering, calloused, crude, fertile, winced, treed, limber, shudder, wallowing, stern, glimpse, avail, jubilant, debris, predicaments, bewildered, cease, scampering, stout, festered, provisions, bore, plight, nonchalantly, churned, mutter, feat</p>	<p><u>CORE SOURCE SPELLING</u> Unit 26 – vocabulary and homophones</p> <p><u>Grammar Skill</u> DOL WEEK 26 Shurley – Chapter 9 - Pattern 3 – indirect object, direct object, transitive verb, quotation marks, regular and irregular verbs [WEEKS 30-34]</p> <p><u>CORE SOURCE SPELLING</u> Unit 27 – spelling patterns for 'ou' using 'ou' or 'ow' and irregular verbs changing from present tense to past tense</p> <p><u>Grammar Skill</u> DOL WEEK 27 Shurley – Chapter 9 - Pattern 3 – indirect object, direct object, transitive verb, quotation marks, regular and irregular verbs [WEEKS 30-34]</p>	<p><u>Writing Mode</u> Novel Journal Interactive Notebook/Folder Creative Writing Paragraph and Essay Writing</p> <p><u>Writing Form</u> Compare-Contrast Essay Persuasive Essay Interactive Notebook Cause and Effect statements Write an Informational Essay – research (Draft, Revise, Edit, and Publish)</p> <p><u>Focus Trait</u> All</p>	<p><u>Weekly Tests</u></p> <ul style="list-style-type: none"> • Novel Vocabulary Quiz – end of unit • Comprehension Questions and Quizzes • Dictation and Skill Test #26 • DOL Quiz #26 • Shurley Quiz – Ch. 9 [WEEKS 32-33] • Dictation and Skill Test #27 • DOL Quiz #27 • Shurley Quiz – Ch. 9 [WEEKS 32-33] • Dictation and Skill Test #28 • DOL Quiz #28 • Shurley Quiz – Ch. 9 [WEEKS 32-33] • Dictation and Skill Test #29 • DOL Quiz #29 • Shurley TEST – Ch. 9 [WEEKS 32-33] • Dictation and Skill Test #30 • DOL Quiz #30
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			<p><u>Vocabulary Strategies</u> Memorize words and definitions – Quizlet.com Marzano strategy – picture, sentence, definition, synonym, and antonym</p>	<p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 28 – Greek and Latin Roots, analogies, and suffixes</p> <p><u>Grammar Skill</u> DOL WEEK 28 Shurley – Chapter 9 - Pattern 3 – indirect object, direct object, transitive verb, quotation marks, regular and irregular verbs [WEEKS 30-34]</p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 29 –suffixes ‘ful’ ; ‘ic’ ; and ‘ly’</p> <p><u>Grammar Skill</u> DOL WEEK 29 Shurley – Chapter 9 - Pattern 3 – indirect object, direct object, transitive verb, quotation marks, regular and irregular verbs [WEEKS 30-34]</p> <p><u>CORE SOURCE</u> <u>SPELLING</u> Unit 30 – spelling patterns for ‘k’ and consonant blends</p>	<ul style="list-style-type: none"> • Shurley TEST – Ch. 9 [WEEK 34] • Review of Pattern 1, 2, and 3 sentences [WEEKS 35-36] • Creative Writing [WEEKS 35-36]
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				<p><u>Grammar Skill</u> DOL WEEK 30 Shurley – Chapter 9 – Pattern 3 – indirect object, direct object, transitive verb, quotation marks, regular and irregular verbs [WEEKS 30-34]</p> <p>Review Spelling and Shurley [WEEKS 35-36]</p>		
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GRADE 6

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

- 6.RL.1** 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 and with scaffolding as needed at the high end of the range.

Key Ideas and Textual Support

- 6.RL.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 6.RL.2.2** 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.
- 6.RL.2.3** 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.

6.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

- 6.RL.3.1** 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.
- 6.RL.3.2** 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.



READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 6.RN.1** 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.

Key Ideas and Textual Support

- 6.RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 6.RN.2.2** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
- 6.RN.2.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Structural Elements and Organization

- 6.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 6.RN.3.2** 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.
- 6.RN.3.3** Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

Synthesis and Connection of Ideas

- 6.RN.4.1** 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.
- 6.RN.4.2** Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
- 6.RN.4.3** Compare and contrast one author's presentation of events with that of another.



READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 6.RV.1** 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.

Vocabulary Building

- 6.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 6.RV.2.2** Use the relationship between particular words (e.g., *cause/effect*, *part/whole*, *item/category*) to better understand each of the words.
- 6.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- 6.RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary*, *thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 6.RV.3.1** 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.
- 6.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- 6.RV.3.3** Interpret figures of speech (e.g., *personification*) in context.



WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience."*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

- 6.W.1** 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.

Handwriting

- 6.W.2** *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

- 6.W.3.1** Write arguments in a variety of forms that –
- Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
 - Use an organizational structure to group related ideas that support the argument.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
 - Provide a concluding statement or section that follows from the argument presented.



6.W.3.2

Write **informative** compositions in a variety of forms that –

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Establish and maintain a style appropriate to purpose and audience.
- Provide a concluding statement or section that follows from the information or explanation presented.

6.W.3.3

Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by developing an exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
- Organize an event sequence (e.g., *conflict, climax, resolution*) 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide an ending that follows from the narrated experiences or events.

The Writing Process

6.W.4

Apply the **writing process** to –

- 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.
- Use technology to interact and collaborate with others to generate, produce, and publish writing.



The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?*).
- Gather relevant information from multiple sources, and annotate sources.
- Assess the credibility of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and provide basic bibliographic information for sources.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

6.W.6.1 Demonstrate command of English grammar and usage, focusing on:

6.W.6.1a **Pronouns –**

Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

6.W.6.1b **Verbs –**

Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1c **Adjectives and Adverbs –**

Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1d **Phrases and Clauses –**

Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1e **Usage –**

Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.

6.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

6.W.6.2a **Capitalization –**

Students are expected to build upon and continue applying conventions learned previously.



SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

- 6.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- 6.SL.2.1** 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.
- 6.SL.2.2** Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 6.SL.2.3** Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.2.4** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.2.5** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Comprehension

- 6.SL.3.1** Interpret information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3.2** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

- 6.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

- 6.ML.2.1** Use evidence to evaluate the accuracy of information presented in multiple media messages.
- 6.ML.2.2** Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.*)

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.