#### **Centerville-Abington Elementary Curriculum Mapping** Language Arts – 6th Grade 1<sup>st</sup> Nine Weeks Kenny Marshall Reading Literature & **Foundational Skills** Target/Academic Spelling & Writing Assessment Standards Decoding/Fluency Vocabulary Informational Text Language Target/Academic CORE SOURCE Writing Mode Weekly Tests Selections Decoding 6.RL.1 Anchor Text VCCV Syllable Vocabulary SPELLING Narrative Writing 1.2 - 1.96.RL.2.1 6.RL,2.3 literary, revisions, Unit 1 – analogies and [WEEKS 3-9] **Spelling Dictation** The School Story [WEEK 1] Pattern 6.RL.2.4 and Skill Test #1 Genre: Realistic Fiction manuscript, wry, letter sound 3-point paragraph 6.RL.3.1 awareness [WEEK 1] [WEEKS 3-9] DOL Quiz #1 6.RL.3.2 Fluency editorial, 6.RL.4.1 muted, maze, **Text-based Comprehension** Accuracy 6.RL.4.2 **Target Skill** publishing, pressuring, Grammar Skill Writing Form 6.RV.1 6.RV.2.1 Personal Narrative **Understanding Characters** DOL WEEK 1 disclose 6.RV.2.3 Shurley Chapter 2-3-Point Paragraph **Target Strategy** 6.RV.2.4 6,RV.2.5 Domain-Specific nouns and verbs, Question 6.RV.3.1 **Supporting Skills** Vocabulary sentence **Focus Trait** 6.RV.3.2 6.W.1 Dialogue Voice agent, copyright, classification, 5 core 6.W.2 Simile plagiarism, press sentence parts, 6.W.3.2 6.W.3.3 adjectives and release, 6.W.4 adverbs, kinds of self-publish 6.W.6.1 6.W.6.1a sentences 6.W.6.1b [WEEKS 1 & 2] Vocabulary Strategies 6.W.6.1c Prefixes dis-, ex-, inter-, 6.W.6.1d Complete Sentences 6.W.6.1e non 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.Z.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 Selections Target/Academic CORE SOURCE Writing Mode Weekly Tests Decoding 6.RL.1 2.2-2.9 VCV Syllable Pattern Vocabulary SPELLING Anchor Text Narrative Writing 6.RL.2.1 contested, pursuit, 6.RL.2.2 Knots in My Yo-Yo String Unit 2 – synonyms and (WEEKS 3-9) Spelling Dictation 6.RL.2.3 antonyms [WEEK 2] 3-point paragraph and Skill Test #2 [WEEK 2] Fluency scholastic, grimly, 6.RL.2.4 [WEEKS 3-9] 6.RL3.1 Genre: Autobiography employed, tumult, DOL Quiz #2 Phrasing: Pauses 6.RL3.Z

6.R.4.4.1 6.R.4.1 6.R.4.1 6.R.4.1 7arget Skill       Text-based Comprehension 6.R.4.1 7arget Skill       mentor, culprit, deprived, miraculous       Grammar Skill DOL WEEK 2       Writing Form Personal Narrative       Shurley Cl TEST         6.R.2.3 6.R.2.4       Target Strategy       Domain-Specific       nous and verbs, sentence       3-Point Paragraph       TEST         6.R.2.3 6.R.2.3       Infer/Predict       Supporting Skills       aerobic, agility, endurance, flexibility, flexe-ser, -or, -ar, - ist, -ian, -ent       classification, 5 core sentence       Focus Trait       Voice         6.W.3 6.W.3 6.W.3 6.W.3 6.W.4 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.2 6.W.	hapter 2
6.W.2.1     Author's Purpose     Dot WEK 2     Personal Narrative     TEST       6.W.2.1     Author's Purpose     Shurley Chapter 2 –     3-Point Paragraph       6.W.2.4     Infer/Predict     Supporting Skills     sentence     Focus Trait       6.W.3.2     Supporting Skills     aerobic, agility,     classification, 5 core     Voice       6.W.3.2     Point of View     endurance, flexibility,     sentence parts,     adjectives and       6.W.3.3     6.W.4.6.1     Vocabulary Strategies     Suffixes –er, -or, -ar, -     [WEEKS 1 & 2]       6.W.6.1a     Kinds of     sentences     [WEEKS 1 & 2]       6.W.6.1a     Kinds     Suffixes –er, -or, -ar, -     [WEEKS 1 & 2]       6.W.6.2     Kinds     Sentences     [WEEKS 1 & 2]       6.W.6.2     Suffixes –er, -or, -ar, -     [WEEKS 1 & 2]     Kinds of Sentences       6.W.6.2     Suffixes –er, -or, -ar, -     [WEEKS 1 & 2]     Kinds of Sentences       6.W.6.2     Suffixes –er, -or, -ar, -     [String sof Sentences     [WEEK 1 & 2]       6.W.6.2     Suffixes –er, -or, -ar, -     [WEEK 2 & 2]     Kinds of Sentences       6.W.6.2     Suffixes – and - adverbs, -     Suffixes – adverbs, -     Suffixes – adverbs, -       6.W.6.2     Suffixes – adverbs, -     Suffixes – adverbs, -     Suffixes – adverbs, -    <	
BRV21 GRV23 GRV23 GRV23 GRV23 GRV23 GRV23 GRV23 GRV32 GRV32 GRV33Author's Purpose Target Strategy Infer/PredictDomain-Specific Vocabulary aerobic, agility, endurance, flexibility, physical fitnessShurley Chapter 2 - nouns and verbs, sentence classification, 5 core sentence parts, adjectives and adverbs, kinds of sentences3-Point Paragraph6.W.3 G.W.32 G.W.4 G.W.4 G.W.61a G.W.61a G.W.61a G.W.61a G.W.61a G.W.61a G.W.62aAuthor's Purpose Suffixes -er, -or, -ar, - Ist, -ian, -entShurley Chapter 2 - nouns and verbs, sentence sentence Suffixes -er, -or, -ar, - Ist, -ian, -ent3-Point Paragraph Voice6.W.62a G.W.62a G.W.62a G.W.62aPoint of View Physical fitnessPoint of View endurance, flexibility, physical fitnessShurley Chapter 2 - nouns and verbs, sentence Suffixes -er, -or, -ar, - Ist, -ian, -entShurley Chapter 2 - nouns and verbs, sentence Sentence Sentences [WEEKS 1 & 2] Kinds of Sentences3-Point Paragraph Voice6.W.61a G.W.62a G.W.62a G.W.62a G.W.62a G.W.62a G.W.62aAuthor's Purpley Chapter 2 - Nouns and verbs, sentence Suffixes -er, -or, -ar, - Ist, -ian, -entShurley Cha	
5.RV.2.3     Target Strategy     Infer/Predict     nouns and verbs, sentence     Focus Trait       5.RV.2.4     Infer/Predict     Supporting Skills     endurance, flexibility, physical fitness     sentence     Focus Trait       6.W.3     Point of View     endurance, flexibility, physical fitness     adjectives and adverbs, kinds of     voice       6.W.3.4     Figurative Language     Vocabulary Strategies     sentences     [WEEKS 1 & 2]       6.W.3.6     Kw.6.1a     Suffixes -er, -or, -ar, - ist, -ian, -ent     [WEEKS 1 & 2]       6.W.6.1a     Kw.6.1a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.1a     Kw.6.1a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.1a     Kw.6.1a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.1a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.2a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.2a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.2a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.2a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.W.6.2a     Kw.6.2a     Kinds of Sentences     [WEEKS 1 & 2]       6.Su.1     Supporting Sentence     [WEEKS 1 & 2]     [WEEKS 1 & 2]	
bitW2.5 6RV.3.1 6RV.3.2Infer/PredictVocabulary aerobic, agility, endurance, flexibility, physical fitnesssentence classification, 5 core sentence parts, adjectives and adverbs, kinds of sentencesFocus Trait Voice6W.3.2 6W.3.2 6W.3.3 6W.4.4 6W.6.1a 6W.6.1a 6W.6.1a 6W.6.1a 6W.6.1a 6W.6.1a 6W.6.2a<	
6.RV.3.1 6.RV.3.2       Supporting Skills       aerobic, agility, endurance, flexibility, physical fitness       classification, 5 core sentence parts, adjectives and adverbs, kinds of       Voice         6.W.3.2 6.W.3.2 6.W.3.3 6.W.4 6.W.4       Figurative Language       by bysical fitness       sentence parts, adjectives and adverbs, kinds of       offer the sentences         6.W.4 6.W.5.1a 6.W.6.2a 6.W.6.2a 6.W.6.2a 6.W.6.2a 6.W.6.2a 6.S.1 6.S.1 6.S.1 6.S.1 6.S.2.3       Voice       Voice         6.W.6.2a 6.S.1 6.S.2.3       automation of the sentences       Image: Sentences       Image: Sentences         6.S.2.3       automation of the sentences       Image: Sentences       Image: Sentences         6.W.6.2a 6.S.1 6.S.23       automation of the sentences       Image: Sentences       Image: Sentences         6.S.2.3       automation of the sentences       Image: Sentences       Image: Sentences         6.S.2.3       automation of the sentences       Image: Sentences       Image: Sentences         6.S.2.4       automation of the sentences       Image: Sentences       Image: Sentences         6.S.2.5       au	
6.RV.3.2       Supporting Skills       aerobic, aginty, endurance, flexibility, physical fitness       voice       voice         6.W.3.2       Figurative Language       physical fitness       adjectives and adverbs, kinds of sentences       sentences         6.W.3.3       6.W.4.61       Voice       Voice       sentences       sentences       sentences         6.W.6.1a       Voice       Voice       Voice       sentences       sentences       sentences         6.W.6.1a       Voice       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.1a       Kinds of Sentences       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.1a       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.2a       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.2a       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.2a       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences         6.W.6.2a       Suffixes -er, -or, -ar, -       ist, -lan, -ent       Kinds of Sentences       sentences	
6.W.1 6.W.2 6.W.3.2 6.W.3.3 6.W.3.3 6.W.4 6.W.6.1 6.W.6.1 6.W.6.1aPoint of View Figurative Languageendurance, flexibility, physical fitnesssentence parts, adjectives and adverbs, kinds of sentences6.W.6.1 6.W.6.1a 6.W.6.1b 6.W.6.1b 6.W.6.1b 6.W.6.1c 6.W.6.1b 6.W.6.1c 6.W.6.1c 6.W.6.2b 6.W.6.2c 6.W.6.2c 6.SL.1 6.SL.21 6.SL.21Figurative LanguageVocabulary Strategies Suffixes -er, -or, -ar, - ist, -ian, -entsentence parts, adjectives and adverbs, kinds of sentences6.W.6.1b 6.W.6.2c 6.SL.1 6.SL.21 6.SL.21Suffixes -er, -or, -ar, - ist, -ian, -ent[WEEKS 1 & 2] Kinds of Sentences	
6.W.2 6.W.3.2Figurative Languagephysical fitnessadjectives and adverbs, kinds of6.W.3.3 6.W.4	
6.W.33adverbs, kinds of6.W.4Suffixes -er, -or, -ar, -sentences6.W.6.1aSuffixes -er, -or, -ar, -[WEEKS 1 & 2]6.W.6.1bSuffixes -er, -or, -ar, -[Kinds of Sentences]6.W.6.1cSuffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.W.6.1cSuffixes -er, -or, -ar, -[WEEKS 1 & 2]6.W.6.1cSuffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.W.6.1cSuffixes -er, -or, -ar, -[WEEKS 1 & 2]6.W.6.2cSuffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.W.6.2cSuffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.W.6.2cSuffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -[Suffixes -er, -or, -ar, -6.Suffixes -er, -or, -ar, -	
6.W.4       SW.6.1       Suffixes -er, -or, -ar, -       sentences         6.W.6.1a       Suffixes -er, -or, -ar, -       [WEEKS 1 & 2]         6.W.6.1b       ist, -ian, -ent       Kinds of Sentences         6.W.6.1c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.1c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.1c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.2c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.2c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.2c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.2c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.W.6.2c       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -       Suffixes -er, -or, -ar, -       Kinds of Sentences         6.Suffixes -er, -or, -ar, -	
6.W.6.1VUCADUATY StrategiesSentences6.W.6.1aSuffixes -er, -or, -ar, -[WEEKS 1 & 2]6.W.6.1bist, -ian, -entKinds of Sentences6.W.6.1cG.W.6.1eG.W.6.1eG.W.6.1e6.W.6.2aG.W.6.2aG.W.6.2bG.W.6.2b6.W.6.2bG.S.L.1G.S.L.1G.S.L.2.16.S.L.2G.S.L.2.3G.S.L.2.3G.S.L.2.3	
6.W.6.1a       Suffixes -er, -or, -ar, -       [WEEKS 1 & 2]         6.W.6.1b       ist, -ian, -ent       Kinds of Sentences         6.W.6.1c       ist, -ian, -ent       Kinds of Sentences         6.W.6.2b       6.W.6.2b       6.SL.1         6.W.6.2c       6.SL.1       6.SL.1         6.SL.1       6.SL.2.1       6.SL.2.1         6.SL.2.3       6.SL.2.3       6.SL.2.3	
6.W.6.1b 6.W.6.1d 6.W.6.1e 6.W.6.2a 6.W.6.2a 6.W.6.2a 6.W.6.2b 6.W.6.2c 6.SL.1 6.SL.2.1 6.SL.2.3	
6,W.6.1c 6,W.6.1d 6,W.6.2 6,W.6.2a 6,W.6.2b 6,W.6.2c 6,SL1 6,SL2.1 6,SL2.1 6,SL2.3	
6.W.6.1e 6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.5.2c 6.SL1 6.SL2.1 6.SL2.2 6.SL2.3	
6.W.6.2 6.W.6.2a 6.W.6.2b 6.W.5.2c 6.SL1 6.SL2.1 6.SL2.2 6.SL2.3	
6.W.6.2a 6.W.6.2b 6.W.5.2c 6.SL1 6.SL2.1 6.SL2.2 6.SL2.3	
6.W.6.2b 6.W.6.2c 6.SL1 6.SL2.1 6.SL2.2 6.SL2.3	
6.SL1 6.SL2.1 6.SL2.2 6.SL2.3	,
6.SL2.1 6.SL2.2 6.SL2.3	
6.SL2.3	
6.SL2.3	
6.SL2.4	
6.SL2.5	
6.SL3.1	
6,5L3.2 6.5L4.1	
6.SL4.2	
6.SL4.3	
6.ML1	
Selections <u>Decoding</u> <u>Target/Academic</u> <u>CORE SOURCE</u> <u>Writing Mode</u> <u>Weekly T</u>	<u>ests</u>
6.RL1 6.RL2,1 Anchor Text Stressed and Vocabulary SPELLING Narrative Writing 3.8-3.15	
6.RL2.2 The Making of a Book [WEEK 3] Unstressed Syllables painstaking, exploded, Unit 3 – prefixes and [WEEKS 3-9] Spelling [	Dictation
6.RL2.3 Commuticated and Skill	
	1
6.RL3.1 negotiations, [WEEK 3] [WEEKS 3-9] DOL Quiz	
6.RL,3.2     Text-based Comprehension     Fluency     collaborate, repetitive,	Juiz —
6.RL.4.2 Target Skill Intonation appealing, complement, Grammar Skill Writing Form Ch. 3 [Wi	EEK 4]
6.RN.1 Sequence of Events appropriate impaired DOI WEEK 3 Story Scene	-
5.KN.Z.3	
6.RN.2.2 Target Strategy Shurley Chapter 3 –	
5.RN.3.1 Analyze/Evaluate Domain-specific prepositions, <u>Focus man</u>	
6.RN.3.2 <u>Vocabulary</u> prepositional phrases, Word Choice	
6.RN.3.3 Supporting Skills best-seller convedit objects of the	
6.RN.4.1 Vit 1 Vit	
5 RV 1 Diagranis domain, publicize for houris singular,	
5.RV.2.1 plural, common, or Present Findings	

						1
6.RV.2.3 6.RV.2.4			Vocabulary Strategies	proper, simple		
6.RV.2.5			Multiple-Meaning	subject, simple		
6.RV.3.1	1		Words	predicate, complete		
6.RV.3.2	1			subject, and complete		
6.W.1 6.W.2						
6.W.3.2	1			predicate [WEEKS 3-5]		
6.W.3.3				Kinds of Sentences		
6.W.4						
6,W,6.1						
6.W.6.1a 6.W.6.1b						
6,W,6,1c						
6.W.5.1d			1			
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						
6.5L.2.4						
6.SL.2.5						
6.SL.3.1 6.SL.3.2						1
6.SL.4.1				1		
6.SL,4,2						
6.SL.4.3						
6.ML.1	Selections	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6.RL.1					· · · · · ·	4.2-4.9
6.RL.2.1	Anchor Text	VCCCV Syllable	Vocabulary	SPELLING	Narrative Writing	
6.RL.2.2 6.RL.2.3	The ACES Phone [WEEK 4]	Pattern	clamor, torrent,	Unit 4 – prefixes and	[WEEKS 3-9]	Dictation and Skill
6.RL.2.4	Genre: Science Fiction		clustered, doleful,	spelling patterns for	3-Point Paragraph	Test #4
6.RL.3,1			swiveled, coaxed,	's' [WEEK 4]	[WEEKS 3-9]	DOL Quiz #4
6.RL.3.2	Paired Selection	Fluency	transmissions,		-	Shurley Quiz –
6.RL.4.1 6.RL.4.2	Silent Noise	Rate	accustomed, urgent,	Grammar Skill	Writing Form	Ch. 3 [WEEK 4]
6.RN.1		Nate		DOL WEEK 4	Plan a Fictional	
6.RN.2.1	Genre: Informational Text		void			
6,RN.2,2				Shurley Chapter 3 –	Narrative	
6.RN.2.3 6.RN.3.1	Text-based Comprehension		Domain-Specific	prepositions,		
6.RN.3.2	Target Skill		Vocabulary	prepositional phrases,	Focus Trait	
6.RN.3.3	Story Structure		body language,	objects of the	Organization	
6.RN.4.1 6.RN.4.2	Target Strategy		frequencies, linguistics,	preposition, skill check		
6.RN.4.3	Monitor/Clarify		pitch, sonar	for nouns – singular,		
6.RV.1						
6.RV.2.1	Supporting Skills			plural, common, or		
6.RV.2.3 6.RV.2.4	Alliteration		Vocabulary Strategies	proper, simple		
6.RV.2.5	Style and Tone		Prefixes de-, trans-	subject, simple		
6.RV.3.1				predicate, complete		

. . . ....

6.RV.3.2 6.W.1 6.W.2 6.W.3.2 6.W.3.2 6.W.3.3 6.W.4 6.W.6.1 5.W.6.1a 6.W.6.1b 6.W.6.1b 6.W.6.1b 6.W.6.1c 6.W.6.2a 6.RN.42 6.RN.23 6.RN.3.1 6.RN.4.2 6.RN.4.3 6.RV.1 6.RV.2.3 6.RV.2.4 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.2.1 6.RV.2.1 6.RV.2.3 6.RV.3.1 6.RV.2.1 6.RV.2.3 6.RV.3.1 6.RV.2.1 6.RV.2.3 6.RV.3.1 6.RV.2.3 6.RV.3.1 6.RV.3.2 6.RV.3.1 6.RV.3.2 6.RV.3.1 6.RV.3.2 6.RV.3.3 6.W.4 6.W.6.1a 6.W.6.1a 6.W.6.1b 6.W.6.1b 6.W.6.1b	Selections 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 Text-based Comprehension Target Skill Text and Graphic Features Target Strategy Summarize Supporting Skills Text Structure	Decoding Schwa in Unstressed Syllables Fluency Stress	Target/Academic         Vocabulary         observe, raucous,         looms, zany, gigantic,         impressive, phony,         distinguish, intriguing,         correspond         Domain-Specific         Vocabulary         classify, dimensional,         complexity,         quantitative, tabulate         Vocabulary Strategies         Word Relationships	subject, and complete predicate [WEEKS 3-5] Common and Proper Nouns CORE SOURCE SPELLING Unit 5 – suffixes and plurals [WEEK 5] Grammar Skill DOL WEEK 5 Shurley Chapter 3 – prepositional phrases, objects of the prepositional phrases, objects of the preposition, skill check for nouns – singular, plural, common, or proper, simple subject, simple predicate, complete subject, and complete	Writing Mode Argument Writing Writing Form Argument Paragraph Focus Trait Organization	Weekly Tests 7.2-7.9 Dictation and Skill Test #5 DOL Quiz #5 Shurley TEST – Ch. 3 [WEEK 5]
6.W.4						
6.W.6.1a						
6.W.6.1c				subject, and complete predicate [WEEKS 3-5]		
6.W.6.1d 6.W.6.1e 6.W.6.2	Figurative Language			predicate I weeks 3-51		

. .... . ....

.....

6.W.6.2a				Grammar Skill		
6.W.6.2b				Verbs and Objects		
6.W.6.2c				verbs and objects		
6.SL.1						
6.SL.2.1						
6.5L.2.2						
6.SL.2.3 6.SL.2.4					1	
6.5L.2.5						
6.SL3.1						
6,5L,3,2						
6.51.4.1						
6.SL.4.2						
6.SL4,3						
6.ML.1						
6.ML.2.1						
6.ML.2.2						
	Selections	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6.RL.1	Anchor Text	Base Words and	Vocabulary	SPELLING	Argument Writing	9.2-9.9
6.RL2.1						
6.RL,2.2	Kensuke's Kingdom <b>[WEEK 6]</b>	Inflectional Endings	venture, defy,	Unit 6 – singular and	[WEEKS 6-8]	Dictation and Skill
6.RL.2.3 6.RL.2.4	Genre: Realistic Fiction		consequences,	plural forms; spelling	3-Point Paragraph	Test #6
6.RL.3.1		Firence				DOL Quiz #6
6.RL.3.2		Fluency	permeated, poised,	patterns for 's'	[WEEKS 3-9]	, , , , , , , , , , , , , , , , , , , ,
6.RL.4.1	Text-based Comprehension	Accuracy	rigid, rudimentary,	[WEEK 6]		Shurley Quiz – 🛛 📋
6.RL.4.2	Target Skili		sparsely, array,		Writing Form	Ch. 4 [WEEK 7]
6.RN.1	-			Commence Class		
6.RN.2.1	Cause and Effect		immaculately	<u>Grammar Skill</u>	Plan an Argument	
6.RN.2.2	Target Strategy			DOL WEEK 6		
6.RN.2.3	Visualize		Domain-Specific	Shurley – Chapter 4 –	Focus Trait	
6.RN.3.1				· ·		
6.RN.3.2	Supporting Skills		Vocabulary	pronouns, compound	Ideas	
6.RN.3.3	Style and Tone		biosphere, cones,	parts, conjunctions,		
6.RN.4.1	Point of View		observation, ecosystem,	fragments and run-		
6.RN.4.2 6.RN.4.3				•		
6.RV.1			predator, restoration	ons [WEEKS 6-8]		
6.RV.2.1				Subordinating		
6.RV.2.3				Conjunctions		
6.RV.2.4				conjunctions		
6.RV.2.5			Vocabulary Strategies			
6.RV,3.1			Denotation and			
6.RV.3.2			Connotation	Ì		
6.W.1			connotation			
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				1		
6.W.6.1c						
5.W.5.1d				1		
6.W.6.1e				4		
6.W.6.2						
6,W,6,2a						
6.W.6.2b						

6.W.6.2c						1
6.5L.1						
6.SL.2.1						
6.SL.2.2						
6.SL.2.3						
6.5L.2.4						
6.SL.2.5						
6.SL.3.1 6.SL.3.2						
6.SL.4.1						
6.SL4.2						
6.5L.4.3						
5.01.4	<u>Selections</u>	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
5.RL.1 6.RL.2.1	Anchor Text	Recognizing	Vocabulary	SPELLING	Argument Writing	10.2-10.11
6.RL.2.2	Children of the Midnight Sun:	Common Suffixes	lore, abundance, lush,	Unit 7 –spelling	[WEEKS 6-8]	Dictation and Skill
6.RL.2.3	Young Native Voices of Alaska		teeming, altered,	patterns for 'k' and	3-Point Paragraph	Test #7
6.RL,2.4				-		
6.RL.3.1 6.RL.3.2	[WEEK 7]	Fluency	sophisticated, retains,	suffixes [WEEK 7]	[WEEKS 3-9]	DOL Quiz #7
6.RL.4.1	Genre: Literary Nonfiction	Intonation	concept, cultural,			Shurley Quiz –
6.RL.4.2	-		heritage	Grammar Skill	Writing Form	Ch. 4 [WEEK 7]
6.RN.1	Text-based Comprehension			DOL WEEK 7	Draft, Revise, Edit,	
6.RN.2.1						
6.RN.2.2	Target Skill		Domain-Specific	Shurley – Chapter 4 –	and Publish an	
6.RN.2.3 6.RN.3.1	Compare and Contrast		Vocabulary	pronouns, compound	Argument	
6.RN.3.2	Target Strategy		ceremony, generation,	parts, conjunctions,		
6.RN.3.3	Question		indigenous, traditional,	fragments and run-	Focus Trait	
6.RN.4.1	-					
6.RN.4.2	Supporting Skills		tribal	ons [WEEKS 6-8]	Sentence Fluency	
6.RN.4.3 6.RV.1	Arguments and Claims			Longer Sentences		
6.RV.2.1	Author's Purpose		Vocabulary Strategies			
6,RV,2,3	·······		Synonyms			
6.RV.2.4			Synonyms			
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.St.1						
6.SL.2.1						
6.SL.2.2						
6.SL.2.3						

	<b></b>			1		<b>T</b>
6.SL.2.4				1	1	
6.SL.2.5						
6.SL.3.1						
6.SL.3.2						
6.SL.4.1					Ì	
6.SL.4.2						
6.SL.4.3						
6.ML.1						
6.ML.2.1 6.ML.2.2						
Unviliziz						
6 014	<u>Selections</u>	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6.RN.1 6.RN.2.1	Anchor Text	Consonant	Vocabulary	SPELLING	Informative Writing	13.7-13.14
6.RN.2.2		Alternations	sacrificed, frigid,	Unit 8 – spelling	[WEEKS 8-10]	Dictation and Skill
6.RN.2.3	Onward: A Photobiography of	Alternations				
6.RN.3.1	African American Polar Explorer		equivalent, participants,	patterns for 'j' and	3-Point Paragraph	Test #8
6.RN.3.2	Matthew Henson	<u>Fluency</u>	durable, expanse,	often-confused words	[WEEKS 3-9]	DOL Quiz #8
6.RN.3.3		· · · · ·	1		· · · · · · · · · · · · · · · · · · ·	Shurley TEST –
6.RN.4.1	Genre: Biography	Stress	deduced, affirmed,	[WEEK 8]		· · · ·
6.RN.4.2		ł	culmination, prime		Writing Form	Ch. 4 <b>[WEEK 8]</b>
6.RN.4.3	Text-based Comprehension			<u>Grammar Skill</u>	Definition Essay	
6.RV.1			Demain Encelfie	DOL WEEK 8		
6.RV.2.1	Target Skill		Domain-Specific			
6.RV.2.3 6.RV.2.4	Main Idea and Details		Vocabulary	Shurley – Chapter 4 –	Focus Trait	
6.RV.2.5	Target Strategy		cartography, compass,	pronouns, compound	Organization	
6.RV.3.1						
5.RV.3.2	Monitor/Clarify		frontier, sextant,	parts, conjunctions,		
6.W.1	Supporting Skills		territories	fragments and run-		
6.W.2	Connotation			ons [WEEKS 6-8]		
6.W.3.2						
6.W.3.3	Domain-Specific Vocabulary					
5.W.4			Vocabulary Strategies	Simple and Perfect		
5.W.6.1			Figures of Speech	Verb Tenses		
6.W.6.1a 6.W.6.1b			- igures of opecon			
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						
5.SL.2.2					ļ	
6.5L.2.3 6.SL.2.4					1	
6.SL.2.4						
6.SL.3.1						
6.SL.3.2		1	-			ļ
6.SL.4.1		]				1
6.5L.4.2	Į –	}	[			
6.SL.4.3	•	1				
6.ML.1						
6.ML.2.1						ļ
6.ML,2.2						
	· · · · · · · · · · · · · · · · · · ·	1		L	<u> </u>	

			1			
6.RL1	Selections	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6.RL.1 6.RL.2.1	Anchor Text	Prefixes and Word	Vocabulary	SPELLING	Informative Writing	14.2-14.9
6.RL.2.2	Any Small Goodness [WEEK 9]	Roots	veered, anonymous,	Unit 9 – analogies,	[WEEKS 8-10]	Dictation and Skill
6.RL.2.3	Genre: Realistic Fiction		bland, motive, skeptical,	suffixes, and spelling	Creative Writing	Test #9
6.RL.2.4	Genre. Realistic Fiction				-	DOL Quiz #9
6.RL3.1 6.RL3.2		<u>Fluency</u>	reception,	patterns for 'k'	[WEEKS 9-36]	-
6.RL4.1	Text-based Comprehension	Accuracy	understatement,	[WEEK 9]		Shurley Quiz –
6.RL.4.2	Target Skill		emulate, aim, fanatic		Writing Form	Ch. 5 <b>[WEEK 10]</b>
6.RN.1	Theme			Grammar Skill	Plan an	
6.RN.2.1 6.RN.2.2	Target Strategy		Domain-Specific	DOL WEEK 9	Informational Essay	
6.RN.2.3	4			Shurley – Chapter 5 -	(Prewrite)	
6.RN.3.1	Visualize		Vocabulary	, ,	(Prewrite)	
6.RN.3.2	Supporting Skills		volunteerism, civic	helping verbs, 'not' as		
6.RN.3.3 6.RN.4.1	Hyperbole		pride, citizen, patriot,	an adverb, adverb	<u>Focus Trait</u>	
6.RN.4.2	Author's Word Choice		social work	exception, natural and	ldeas	
6.RN.4.3				inverted order,		
6.RV.1		1	Vocabulary Strategies	compound sentences,		
6.RV.2.1				· · ·		
6.RV.2.3 6.RV.2.4			Word Relationships	comma splices, run-		
6.RV.2.5				ons, coordinating		
6.RV.3.1				conjunctions, and		
6.RV.3.2				connective adverbs		
6,W,1 6.W.2				[WEEKS 9-11]		
6.W.3.2						
6.W.3.3				Subject-Verb		
6.W.4				Agreement		
6.W. <del>5</del> .1						
6,W,6,1a 6.W.6.1b				1		
6.W.6.1c						
6.W.6.1d						
6.W.6.1e						
6.W.6.2 6.W.6.2a				-	1	
6.W.6.28 6.W.6.2b				1		
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.SL4.1						
6.SL.4.2 6.SL.4.3						
9.96. M.J	I			1	[	

Selections         Selections         Decoding         Target/Academic         Writing Mode         Weekly Tests           Poetry Unit – write various splitshed         Determining the meaning of words         Determining the meaning of words         Determining the Determining the selections /4 WEEKSJ         Determining the Determining the meaning of words         Determining the Determining the Determining the SPELING         Writing Node         Weekly Tests           R81.1 681.23         selections /4 WEEKSJ         Eluency         Accuracy         Accuracy         Interactive metaphor, onomatopoela, personification, rhyme, simile, staroz, figurative as an adverb, accuracy         Contractions         Grant Weither Comprehension         Weekly Tests         - Novel Vocabulary Quiz – end of unit           6W12 6W24         Text-based Comprehension         Text-based Comprehension         Stars         Comprehension         Comprehension         - Comprehension           6W24         Text-based Comprehension         Text-based Comprehension         Number the Stars:         Comprehension         - Contractive adverbs         - Obictation and Skill           6W34         theme, story structure         Number the Stars:         - Comprehension         - Obictation and Skill           6W34         the question' and find 'text evidence'         Text fall         - Solutive fall         - Obictation and Skill           6W34         Supportin		Centerville-Abington Elementary Curriculum Mapping Language Arts – 6th Grade 2 <sup>ad</sup> Nine Weeks Kenny Marshali									
Add.1 Add.2 Add.2 Add.2 Add.2Poetry Unit- write various styles and interpret various published stat.2 add.1terpret various published stat.2 add.2 		Selections	Decoding		CORE SOURCE	Writing Mode	Weekly Tests				
cst2123 cst213 cst214 cst214 cst21     and interpret various published selections (4 WEEKS)     meaning of words petros. metaphor, comatopoeia, comatopo		Poetry Unit – write various styles			SPELLING	Poetry Journal	Poetry Vocabulary				
648.3     selections (4 WEEKS)     Fluency     contractions     notebook/journal     Novel Vocabulary       648.3     MOVEL – <u>NUMBER THE STARS</u> Accuracy     metaphor, onomatopoeia, exception, rhyme, simile, stanza, figurative simile, stanza, figurative severation, natural and Inverted order, exception and find (text the question' and	6.RL.2.2	and interpret various published	meaning of words	Domain-Specific words)	Unit 10 – suffixes and	Interactive	Quiz – end of unit				
Sus.32 Sus.44 Sus.44			-	Poetry: alliteration,	contractions	notebook/journal	Novel Vocabulary				
54.1.2.7 (4 WZEKS)     NOVEL - NUMBER THE STARS (4 WZEKS)     Accuracy     metaphor, onomatopoela, personification, thyme, simile, staraa, figurative simile, staraa, contempt, sentences, comma splices, nun-ons, condinating comprehension using restate the question' and find 'text widence'     Occurption sentences, comma splices, nun-ons, condinating condicating condicating sentences, comma splices, nun-ons, condinating condicating social and find 'text widence'     Social simile staraa synagogue, rabbi, social simile, staraa synagogue, rabbi, social simile, stara coto, typhus, verbs rest simile, stara coto, typhus, social simile, stara c	6.RL.3.1		Fluency	hyperbole, imagery,		for <u>Number the</u>					
SRU42 SRV44 GRV24 GRV24 GRV25 GRV24 GRV25 GRV25 GRV25 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV26 GRV27 G		NOVEL – <u>NUMBER THE STARS</u>		metaphor,	<u>Grammar Skill</u>	<u>Stars</u>	Comprehension				
64W2.1 64W2.4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	6.RL.4.2	[4 WEEKS]		onomatopoeia,	DOL WEEK 10	Creative Writing	· · ·				
Ext-based Comprehensionsimile, starza, figurative language, idiomhelping verbs, 'not' as an adverb, adverbWriting Form Poetry BookletDictation and SkillExt-Jaced ComprehensionStyles of poetryNumber the Stars: rucksack, contempt, sabotage, murmured, sompoundas an adverb, adverb acception, natural and inverted order, sentences, comma sentences, commaPoetry Booklet rot's novelDOL Quiz H10Ext-Jaced ComprehensionStyles of poetryNumber the Stars: rucksack, contempt, sabotage, murmured, compoundand Inverted order, novelParagrap writing source Quiz - Ch. 5 [WEEK 10]Ext-Jaced Comprehension using 'restate with e question' and find 'text evidence'restate specter, gestured, rummaging, donned, conceled warly, prejudice, occupation, Resistance, Menorah, Star of David, holocaustSource source order, compoundPorts Trait Pound paragrap writing and Publish)Dol Quiz #11Ext-based Comprehension using 'restate with a graphic Organizers inside notebook/journalspacer, gestured, specter, gestured, rummaging, donned, conceled warly, prejudice, occupation, Resistance, Menorah, Star of David, holocaustCORE SOURCE SPELLING Grammar Skill Grammar Skill Test #13Dol Quiz #13 Shurley Quiz - Ch. 6 [WEEK 13]Ext-based Comprehension questionsVocabulary traview Resistance, Menorah, Star of David, holocaustGrammar Skill Grammar Skill Grammar Skill Grammar Skill Grammar Skill Test #13Dol Quiz #13 Shurley Quiz - Ch. 6 [WEEK 13] Ch. 6 [WEEK 13]Ext-based Comprehension questionsMemorah, Star of				personification, rhyme,	Shurley – Chapter 5 -		Quizzes				
EnvolutionIntegrate (and constraint)Integrate (and con	6.RV.2.3	Text-based Comprehension		simile, stanza, figurative	helping verbs, 'not'	Writing Form					
Gava.at Gava.at Gava.atStyles of poetry Perty interpretationNumber the Stars: rucksack, contempt, sabotage, murmured, impassive, solemn, trousseau, rationed, solema, solema, trousseau, rationed, solema, <b< td=""><td></td><td>Target Skill</td><td></td><td>language, idiom</td><td>as an adverb, adverb</td><td>Poetry Booklet</td><td>Dictation and Skill</td></b<>		Target Skill		language, idiom	as an adverb, adverb	Poetry Booklet	Dictation and Skill				
6.W.2 6.W.32 6.W.32 6.W.32 6.W.32 6.W.32 6.W.4Prodery interpretation (Didr #10)Paragraph writing (Draft, Revise, Edit, and Publish)Paragraph writing (Draft, Revise, Edit, and Publish)Old (Dir #10)6.W.3.2 6.W.4 6.W.5.1 6.W.5.1 6.W.5.1 6.W.5.2 <br< td=""><td>6.RV.3.1</td><td>Styles of poetry</td><td></td><td>Number the Stars:</td><td>exception, natural</td><td>Response Essay to</td><td>Test #10</td></br<>	6.RV.3.1	Styles of poetry		Number the Stars:	exception, natural	Response Essay to	Test #10				
6.W.2 CW33Understanding characters, plot, (W44)sabotage, murmed, impassive, solemn, trousseau, rationed, swata swata swata tousseau, rationed, swata evidence'compound mpassive, solemn, sentences, comma splices, run-ons, coordinatingParagraph writing (Draft, Revise, Edit, and Publish)Shurley Quiz - Ch. 5 [WEEK 10]6.W.3.6 6.W.3.6 6.W.3.4 6		Poetry interpretation		rucksack, contempt,	and inverted order,		DOL Quiz #10				
6.W.3.2 6.W.3.3 6.W.4 6.W.6.1theme, story structureImpassive, solemn, trousseau, rationed, kroner, swastika, curfew, conjunctions, and conjunctions, and instation difficultfold its fill test #11DOL Quiz #11 test #116W.52 6W.52 6SL22 <td>6.W.2</td> <td>Understanding characters, plot,</td> <td></td> <td>sabotage, murmured,</td> <td>compound</td> <td></td> <td>• Shurley Quiz –</td>	6.W.2	Understanding characters, plot,		sabotage, murmured,	compound		• Shurley Quiz –				
6.W.4 6.W.4 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.1 6.W.6.2 6.S.1.2 1 6.S.1.2 1 6.S.2.2 1 6.S.2.2 1 		theme, story structure			sentences, comma	•	Ch. 5 [WEEK 10]				
6.W6.1a 6.W6.1aComprehension using 'restate the question' and find 'text evidence'exasperated, disdainfully, synagogue, rabbi, imprinted, reluctantly, specter, gestured, stacato, typhus, rummaging, donned, GSL21conjunctions, and conjunctions, and consective adverbs [WEEKS 9-11]Focus Trait VoiceDOL Quiz #116W.6.1a 6W.6.2a 6W.6.2a 6W.6.2a 6W.6.2a 6W.6.2aGraphic Organizers inside inotebook/journalspecter, gestured, stacato, typhus, prejudice, occupation, festateRegular and Irregular VerbsFocus Trait VoiceDOL Quiz #116W.6.2a 6W.6.2a 6W.6.2aSupporting Skills Vocabulary reviewconcealed, warily, prejudice, occupation, festataCORE SOURCE SPELLING Unit 11 - look-alike wordsDOL Quiz #12 POL Quiz #126SL21 6SL21 6SL23 6SL31 6SL32 6SL31 6SL31 6SL32Comprehension questionsResistance, interdependence, Menorah, Star of David, holocaustUnit 11 - look-alike wordsUnit 11 - look-alike wordsDOL Quiz #13 POL Quiz #136SL31 6SL31 6SL31 6SL31 6SL31 6SL31 6SL31 6SL31 6SL31Vocabulary Strategies Memorize words and Marzano strategy picture, sentence, definition, synonym, andGrammar Skill DoL WEEK 11 Shurley - Chapter 5 - helping verbs, 'not' as an adverb, adverb as an adverb, adverb exception, natural and inverted order, compoundPOL Quiz #14 Shurley TEST - Ch. 6 [WEEK 13]	6.W.4					and Publish)	Dictation and Skill				
Sw6.tbComprehension using 'restateexasperated, disdainfully, synagogue, rabbi, imprinted, reluctantly, sw6.taFocus Irait connective adverbs (WiceDOL Quiz #11Sw6.ta 					-	_	Test #11				
6.w6.dd 6.w6.dd 6.w6.ddevidence'imprinted, reluctantly, specter, gestured, staccato, typhus, rummaging, donned, concealed, warily, prejudice, occupation, 6.51.23 6.	5.W.6.1b						DOL Quiz #11				
6.W.6.1eEvidence'Imprinted, reluctantly, specter, gestured, stacato, typhus, rummaging, donned, concealed, warily, f.S.1.2 <i>IWEEK 9-11</i> Regular and Irregular VerbsCh. 5 [WEEK 11] Dictation and Skill Test #126.W.6.2eSupporting Skills Vocabulary reviewconcealed, warily, prejudice, occupation, Resistance, interdependence, Menorah, Star of David, holocaustCORE SOURCE SPELLING Unit 11 – look-alike wordsDOL Quiz #126.S.1.2 6.S.1.3 6.S.1.3 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.4 6.S.1.2 6.S.1.4 <br< td=""><td></td><td></td><td></td><td></td><td></td><td>Voice</td><td>Shurley TEST –</td></br<>						Voice	Shurley TEST –				
6.W.6.2a 6.W.6.2c 6.SL.1 6.SL.2notebook/journalstaccato, typhus, rummaging, donned, concealed, warily, prejudice, occupation, Resistance, interdependence, 6.SL.2VerbsUtation and skill Test #126.SL.2 6.SL.2	6.W.6.1e						Ch. 5 [WEEK 11]				
6.W.6.2b 6.W.6.2cNotebook/journalStaccato, typnus, rummaging, donned, concealed, warily, prejudice, occupation, 6.SL.2VerbsTest #126.SL.2 6.SL.2Supporting Skillsconcealed, warily, prejudice, occupation, interdependence, Menorah, Star of David, 6.SL.3CORE SOURCE SPELLINGShurley Quiz - Ch. 6 [WEEK 13]6.SL.24 6.SL.34Comprehension questionsResistance, interdependence, Menorah, Star of David, holocaustUnit 11 - look-alike wordsDictation and Skill Test #136.SL.34 6.SL.34Vocabulary reviewMenorah, Star of David, holocaustDOL Quiz #136.SL.41 6.SL.42Vocabulary Strategies Memorize words and Marzano strategy - picture, sentence, definition, synonym, andShurley - Chapter 5 - helping verbs, 'not' as an adverb, adverbDictation and Skill Test #146.ML2.2Memorize words and helping verbs, 'not' ch. 6 [WEEK 13]DOL Quiz #14 Shurley TEST - Ch. 6 [WEEK 14]				1 · · · - ·			<ul> <li>Dictation and Skill</li> </ul>				
6.51.1 6.51.2.1 6.51.2.3 6.51.2.3 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.2.4 6.51.3.1 6.51.3.2 6.51.3.1 6.51.3.2 6.51.3.1 6.51.3.2 7.51.5.2 7.51.5.5.2 7.51.5.5.5.2 7.51.5.5.2 7.51.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5	6.W.6.2b	notebook/journal			Verbs		Test #12				
6.SL.2.1       Supporting Skills       Concealed, Warlly, prejudice, occupation, Resistance, interdependence, Marly, prejudice, occupation, Resistance, interdependence, Marly, Prejudice, occupation, Star of David, holocaust       SPELLING       SPELLING       Shurley Quiz – Ch. 6 [WEEK 13]         6.SL.2.5       Comprehension questions       Menorah, Star of David, holocaust       Unit 11 – look-alike Words       DoL Quiz #13         6.SL.2.6       S.S.3.1       S.S.4.1       S.S.4.2       Shurley Quiz – Ch. 6 [WEEK 13]       DoL Quiz #13         6.SL.4.2       S.S.4.3       Menorah, Star of David, holocaust       Shurley Chapter 5 - Ch. 6 [WEEK 13]       DoL Quiz #13         6.ML.1       Memorize words and definitions – Quizlet.com Marzano strategy – picture, sentence, definition, synonym, and       Shurley order, compound       DoL Quiz #14         6.ML2.2       Shurley TEST – Ch. 6 [WEEK 14]       Shurley TEST – Ch. 6 [WEEK 14]       Shurley TEST – Ch. 6 [WEEK 14]							• DOL Quiz #12				
65L2.2       Vocabulary review       prejudice, occupation, occupation, essistance, interdependence, interdependence, Menorah, Star of David, holocaust       Unit 11 – look-alike words       Dictation and Skill Test #13         65L2.3       65L3.1       65L3.2       Menorah, Star of David, holocaust       DOL Quiz #13       DOL Quiz #13         65L2.1       65L4.1       65L4.2       Menorah, Star of David, holocaust       Menorah, Star of David, holocaust       Shurley Quiz –       Ch. 6 [WEEK 13]         65L4.1       65L4.2       Memorize words and definitions – Quizlet.com       Shurley – Chapter 5 -       Ch. 6 [WEEK 13]       Shurley Test #14         6.ML2.2       Memorize words and definitions – Quizlet.com       as an adverb, adverb       DOL Quiz #14       DOL Quiz #14         6.ML2.4       Marzano strategy –       picture, sentence, definition, synonym, and       compound       Shurley LST –	6,SL.2.1						• Shurley Quiz –				
6.SL.2.4       Comprehension questions       Nesistance, interdependence, Menorah, Star of David, holocaust       words       • Dictation and Skill Test #13         6.SL.3.1       6.SL.3.1       6.SL.4.1       holocaust       Grammar Skill DOL Quiz #13       • DOL Quiz #13         6.SL.4.1       6.SL.4.2       6.ML.1       DOL WEEK 11       • Dol Quiz #13       • Shurley Quiz - Ch. 6 [WEEK 13]         6.ML.2.1       6.ML.2.1       Memorize words and definitions - Quizlet.com       helping verbs, 'not'       • DOL Quiz #14         6.ML.2.2       Marzano strategy - picture, sentence, definition, synonym, and       exception, natural and inverted order, Ch. 6 [WEEK 14]       • DOL Quiz #14		-									
6.SL.3.1       Menorah, Star of David, holocaust       Grammar Skill Grammar Skill DOL WEEK 11       • DOL Quiz #13         6.SL.4.1       6.SL.4.2       · DOL WEEK 11       • DOL Quiz #13         6.SL.4.3       · DOL WEEK 11       • DOL WEEK 13       • Shurley Quiz - Ch. 6 [WEEK 13]         6.ML.1       · Memorize words and definitions - Quizlet.com       helping verbs, 'not' as an adverb, adverb       • DOL Quiz #14         Marzano strategy - picture, sentence, definition, synonym, and       • exception, natural compound       • DOL Quiz #14	6.SL.2.4	Comprehension questions					Dictation and Skill				
6.SL.3.2 6.SL.4.1 6.SL.4.2 6.SL.4.3 6.ML.2.1Menorial, start of David, holocaustGrammar Skill DOL WEEK 11• DOL Quiz #13 • Shurley Quiz - Ch. 6 [WEEK 13]Vocabulary Strategies 6.ML.2.1 6.ML.2.2Vocabulary Strategies Memorize words and definitions - Quizlet.com Marzano strategy - picture, sentence, definition, synonym, andShurley - Chapter 5 - helping verbs, 'not' as an adverb, adverb exception, natural and inverted order, ch. 6 [WEEK 14]					words		Test #13				
6.SL.4.2       OOL WEEK 11       • Shurley Quiz –         6.SL.4.3       6.ML.1       Shurley – Chapter 5 -       Ch. 6 [WEEK 13]         6.ML.2.1       Memorize words and       helping verbs, 'not'       • Dictation and Skill         6.ML.2.2       Memorize words and       helping verbs, 'not'       • DOL Quiz #14         Marzano strategy –       exception, natural       • DOL Quiz #14         picture, sentence,       and inverted order,       Ch. 6 [WEEK 14]         OUL Quiz #14       • Shurley - Chapter 5 -       • DOL Quiz #14	6.SL.3.2				Comment Skill		DOL Quiz #13				
6.SL.4.3       6.ML.1       Shurley - Chapter 5 -       Ch. 6 [WEEK 13]         6.ML.2.1       Memorize words and       helping verbs, 'not'       Dictation and Skill         6.ML.2.2       Memorize words and       helping verbs, 'not'       Test #14         Marzano strategy -       exception, natural       DOL Quiz #14         picture, sentence,       and inverted order,       Ch. 6 [WEEK 14]         ODL Quiz #14       Shurley - Chapter 5 -       DOL Quiz #14				noiocaust			• Shurley Quiz –				
6.ML2.1       Memorize words and       helping verbs, 'not'       • Dictation and Skill         6.ML2.2       definitions – Quizlet.com       as an adverb, adverb       Test #14         Marzano strategy –       exception, natural       • DOL Quiz #14         picture, sentence,       and inverted order,       • Shurley TEST –         Ch. 6 [WEEK 14]       • Dictation and Skill       • DOL Quiz #14	6,51.4.3			Veeebulery Stretegies			Ch. 6 [WEEK 13]				
6.ML2.2       Internet works and definitions – Quizlet.com Marzano strategy – picture, sentence, definition, synonym, and compound       as an adverb, adverb as an adverb, adverb       Test #14         0.ML2.2       Marzano strategy – picture, sentence, definition, synonym, and       exception, natural and inverted order, compound       • DOL Quiz #14							Dictation and Skill				
Marzano strategy –       exception, natural       • DOL Quiz #14         picture, sentence,       and inverted order,       • Shurley TEST –         definition, synonym, and       compound       • DOL Quiz #14					÷ =		Test #14				
picture, sentence, definition, synonym, andand inverted order, compound• Shurley TEST - Ch. 6 [WEEK 14]				•			• DOL Quiz #14				
definition, synonym, and compound Ch. 6 [WEEK 14]				÷.			Shurley TEST –				
definition, synonym, and compound				· · · ·			-				
				antonym	sentences, comma		Dictation and Skill				

. . . . . . . . . . .

 	······································	
	splices, run-ons,	Test #15
	coordinating	• DOL Quiz #15
	conjunctions, and	<ul> <li>Shurley Review</li> </ul>
	connective adverbs	Chapters 2-6
	[WEEKS 9-11]	[WEEKS 15-17]
		<ul> <li>Dictation and Skill</li> </ul>
	CORE SOURCE	Test #16
	SPELLING	• DOL Quiz #16
	Unit 12 –	• Shurley TEST -
	contractions	Chapters 2-6
		[WEEK 18]
	Grammar Skill	1
	DOL WEEK 12	
	Shurley – Chapter 6 -	
	interjections,	
	possessive nouns,	
	clauses, complex	
	sentences	
	[WEEKS 12-14]	
	CORE SOURCE	
	SPELLING	
	Unit 13 –	
	homophones and	
	apostrophes	
	apostrophes	
	Grammar Skill	
	DOL WEEK 13	
	Shurley – Chapter 6 –	
	interjections,	
	possessive nouns,	
	clauses, complex	
	sentences	
	[WEEKS 12-14]	
		1
	CORE SOURCE	
	SPELLING	
	Unit 14 – suffixes and	
	past tense form of	
	verbs	

. . .

			<u>Grammar Skill</u>	1
			DOL WEEK 14	
			Shurley – Chapter 6 -	
	1		interjections,	
			possessive nouns,	
			clauses, complex	
			sentences	
			[WEEKS 12-14]	
			CORE SOURCE	
			SPELLING	
		Ì	Unit 15 – suffix 'er'	
			and its meanings	
			Grammar Skill	
			DOL WEEK 15	
			Shurley – Review of	
			Chapters 2-6	
			[WEEKS 15-17]	
			[WEEKS 15-17]	
			CORE SOURCE	
			SPELLING	
			Unit 16 –	
			possessives,	
			comparative and	
			superlative forms,	
			and suffixes	
			<u>Grammar Skill</u>	
			DOL WEEK 16	
			Shurley – Review of	
			Chapters 2-6	F
1			[WEEKS 15-17]	
		ł		
			Grammar Skill	
			Shurley – TEST over Chapters 2-6	

. .

# Centerville-Abington Elementary Curriculum Mapping Language Arts – 6th Grade 3<sup>rd</sup> Nine Weeks

			Kenny Marshall			
6.RL.1	Selections	Decoding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6,RL.2.1	Novel – Freedom Walkers (NF)	Comparing	Vocabulary (including	<u>SPELLING</u>	Novel Journal	Novel Vocabulary
6.RL.2.2	Novel – Because They Marched	Related Words	Domain-Specific words)	Unit 17 – words	Interactive	Quiz – end of unit
6.RL.2.3 6.RL.2.4	(NF)	Prefixes	Freedom Walkers:	spelled with double	Notebook/Folder	Comprehension
6.RL.3.1		Suffixes	segregation, discriminate,	letters but only hear	Creative Writing	Questions and
6.RL.3.2 6.RL.4.1	Text-based Comprehension		obstacle, influential,	one sound and plural	Paragraph Writing	Quizzes
6.RL.4.2	Target Skill	<u>Fluency</u>	integration, reluctantly,	forms of nouns		
6.RV.1 6.RV.2.1	Compare and Contrast	Phrasing:	brutal, boycott,		Writing Form	Dictation and Skill
6.RV.2.3	Fact and Opinion	Punctuation	oppression, murmur,	<u>Grammar Skill</u>	Compare-Contrast	Test #17
6.RV.2.4 6.RV.2.5	Cause and Effect	Accuracy	nonviolent resistance,	DOL WEEK 17	Essay	• DOL Quiz #17
6.RV.3.1		Expression	morale, jubilant, petty,	Shurley – Chapter 7 –	Interactive	• Shurley Quiz –
6.RV,3,2 6.W.1	Target Strategy		advocating, defiance,	Pattern 2 – direct	Notebook	Ch. 7 [WEEK 21]
5.W.2	Summarize		hostile, verdict, entitled,	object, transitive	Plan a Research	<ul> <li>Dictation and Skill</li> </ul>
6.W.3.2 6.W.3.3	Sequence of Events		sit-in, cease, indicted,	verb, regular and	Paper – write an	Test #18
6.W.4			reputation, decisive	irregular verbs	essay	DOL Quiz #18
6.W.6.1 6.W.6.1a	Supporting Skills			[WEEKS 19-22]	Cause and Effect	• Shurley Quiz –
6.W.6.1b	Author's Purpose		Because They Marched:		statements	Ch. 7 [WEEK 21]
6.W.6,1c 6.W.6.1d	Main Ideas and Details			CORE SOURCE		Dictation and Skill
6.W.6.1e	Figurative Language		WORDS TO BE ADDED	SPELLING	Focus Trait	Test #19
6.W.6.2 6.W.6.2a	Text Structure		LATER—	Unit 18 – words with	Word Choice	DOL Quiz #19
6.W.6.2b	Analyze Setting			silent letters and	Sentence Fluency	Shurley Quiz
6.W.6.2c 6.SL.1	Conclusions and Generalizations		Vocabulary Strategies	multiple meaning	Organization	Ch. 7 [WEEK 21]
6.\$L.2.1	Conclusions and Generalizations		Memorize words and	words		Dictation and Skill
6.SL.2.2 6.SL,2.3			definitions – Quizlet.com			Test #20
6.SL.2.4			Marzano strategy –	<u>Grammar Skill</u>		DOL Quiz #20
6.SL.2.5 6.SL.3.1			picture, sentence,	DOL WEEK 18		• Shurley TEST –
6.SL.3.2			definition, synonym, and	Shurley – Chapter 7 -		Ch. 7 [WEEK 22]
6.5L.4.1 6.SL.4.2			antonym	Pattern 2 – direct		Dictation and Skill
6.SL.4.2				object, transitive		Test #21
6.ML.1				verb, regular and		DOL Quiz #21
6.ML.2.1 6.ML.2.2				irregular verbs	1	Shurley Quiz -
		1		[WEEKS 19-22]		Ch. 8
						[WEEKS 24-26]
						Dictation and Skill
				SPELLING		Test #22
				Unit 19 – double		

:

		consonants that	DOL Quiz #22
		make only one sound	• Shurley Quiz –
		and	Ch. 8
			[WEEKS 24-26]
		<u>Grammar Skill</u>	<ul> <li>Dictation and Skill</li> </ul>
		DOL WEEK 19	Test #23
		Shurley – Chapter 7 –	• DOL Quiz #23
		Pattern 2 – direct	<ul> <li>Shurley Quiz –</li> </ul>
		object, transitive	Ch. 8
		verb, regular and	[WEEKS 24- 26]
		irregular verbs	<ul> <li>Dictation and Skill</li> </ul>
		[WEEKS 19-22]	Test #24
			DOL Quiz #24
		CORE SOURCE	• Shurley Quiz –
		SPELLING	Ch. 8
		Unit 20 – singular	[WEEKS 24-26]
		and plural forms;	<ul> <li>Dictation and Skill</li> </ul>
		singular and plural	Test #25
		possessive forms	• DOL Quiz #25
			<ul> <li>Shurley TEST –</li> </ul>
		<u>Grammar Skill</u>	Ch. 8
		DOL WEEK 20	[WEEKS 27]
		Shurley – Chapter 7 -	1
		Pattern 2 – direct	
		object, transitive	
		verb, regular and	
		irregular verbs	
		[WEEKS 19-22] – mix	
		in Pattern 1	
		sentencesthey	
		must decide what to	
		do	
		TEST – CHAPTER 7	
		CORE SOURCE	
		<u>SPELLING</u>	
		Unit 21 – Greek and	
		Latin Roots and	
		words with silent	
		consonants	

r		
	<u>Grammar Skill</u>	
	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	
	noniographis	
	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	
	<u>Grammar Skill</u>	
	DOL WEEK 23	
	Shurley – Chapter 8 –	
	object pronoun,	
	mixed practice of	
	Pattern 1 and 2	
	sentences, principal	

	parts of verbs
	[WEEKS 23-27]
	CORE SOURCE
	SPELLING
	Unit 24 – sounds
	spelled more than
	one way and plural
	forms of nonsense
	words
	Shurley – Chapter 8 –
	object pronoun,
	mixed practice of
	Pattern 1 and 2
	sentences, principal
	parts of verbs
	[WEEKS 23-27]
	CORE SOURCE
	SPELLING
	Unit 25 – look-alike
	words
	Shurley – Chapter 8 -
	object pronoun,
	mixed practice of
	Pattern 1 and 2
	sentences, principal
	parts of verbs
	[WEEKS 23-27]
	TEST – CHAPTER 8

.

			ngton Elementary Curricult anguage Arts – 6th Grade 4 <sup>th</sup> Nine Weeks Kenny Marshall	um Mapping		
	Colortions	Deceding	Target/Academic	CORE SOURCE	Writing Mode	Weekly Tests
6.RL.1	<u>Selections</u>	Decoding		SPELLING	Novel Journal	Novel Vocabulary
6.RL.2.1	Novel – The Seven Wonders of		Vocabulary (including		Interactive	Quiz – end of
6.RL.2.2 6.RL.2.3	Sassafras Springs		Domain-Specific words)	Unit 26 – vocabulary		
6.RL.2.4	Novel – Where the Red Fern	<u>Fluency</u>	The Seven Wonders of	and homophones	Notebook/Folder	unit
6.RL.3.1	Grows	Accuracy	<u>Sassafras Springs:</u>		Creative Writing	<ul> <li>Comprehension</li> </ul>
6.RL.3.2 6.RL.4.1		Pacing	whittled, murmured,	<u>Grammar Skill</u>	Paragraph and	Questions and
6.RL.4.2	Text-based Comprehension		marvel, coax, pondering,	DOL WEEK 26	Essay Writing	Quizzes
6.RV.1 6.RV.2.1	Target Skill		influenza, trudged,	Shurley – Chapter 9 –		
6.RV.2.3	Compare and Contrast		muttered, genuine, rile,	Pattern 3 – indírect	Writing Form	<ul> <li>Dictation and</li> </ul>
6.RV.2.4	Fact and Opinion		hideous, nuisance,	object, direct object,	Compare-Contrast	Skill Test #26
6.RV.2.5 6.RV.3.1	Cause and Effect		gingerly, hankering,	transitive verb,	Essay	• DOL Quiz #26
6.RV.3.2	Understanding Characters		cameo, chipper, gangly,	quotation marks,	Persuasive Essay	• Shurley Quiz –
6.W.1 6.W.2			suspicious, bedraggied,	regular and irregular	Interactive	Ch. 9
6.W.3.2	Target Strategy		plague, stingy, merely,	verbs [WEEKS 30-34]	Notebook	[WEEKS 32-33]
6.W.3.3	Summarize		ornery, parcel, wither		Cause and Effect	Dictation and
6.W.4 6.W.6.1	Sequence of Events		Where the Red Fern	CORE SOURCE	statements	Skill Test #27
6.W.6.1a	Sequence of Events		Grows:	SPELLING	Write an	
6.W.6.1b 6.W.6.1c				Unit 27 – spelling	Informational Essay	DOL Quiz #27
6.W.6.1d	Supporting Skills		dormant, prowl, muster,	· · · ·	– research (Draft,	• Shurley Quiz —
6.W.6.1e	Author's Purpose		persistence, coaxed,	patterns for 'ou' using	• •	Ch. 9
6.W.6.2 6.W.6.2a	Main Ideas and Details		cunning, taut,	'ou' or 'ow' and	Revise, Edit, and	[WEEKS 32-33]
6,W.6.2b	Figurative Language		monotonous, impulsively,	irregular verbs	Publish)	<ul> <li>Dictation and</li> </ul>
6.W.6.2c	Text Structure		commotion, rile, hastily,	changing from present		Skill Test #28
6.SL.1 6.SL,2.1			woe, quavering, calloused,	tense to past tense	Focus Trait	DOL Quiz #28
6.51.2.2	Analyze Setting		crude, fertile, winced,		All	• Shurley Quiz -
6.SL.2.3 6.SL.2.4	Conclusions and Generalizations		treed, limber, shudder,	<u>Grammar Skill</u>		Ch. 9
6.SL.Z.4 6.SL.Z.5			wallowing, stern, glimpse,	DOL WEEK 27		[WEEKS 32-33]
6.SL.3.1			avail, jubilant, debris,	Shurley – Chapter 9 -		· · ·
6.SL.3.2 6.SL.4.1			predicaments,	Pattern 3 – indirect		Dictation and
6.SL.4.1			bewildered, cease,	object, direct object,		Skill Test #29
6.SL.4.3			scampering, stout,	transitive verb,		DOL Quiz #29
6.ML.1 6.ML.2.1			festered, provisions, bore,	quotation marks,		Shurley TEST
6.ML.2.2				regular and irregular		Ch. 9
			plight, nonchalantly,	-		[WEEKS 32-33]
			churned, mutter, feat	verbs <b>[WEEKS 30-34]</b>		<ul> <li>Dictation and</li> </ul>
						Skill Test #30
						DOL Quiz #30

.

Vocabulary Strategies	CORE SOURCE	<ul> <li>Shurley TEST –</li> </ul>
Memorize words and	<u>SPELLING</u>	Ch. 9 <b>[WEEK 34]</b>
definitions – Quizlet.com	Unit 28 – Greek and	Review of
Marzano strategy –	Latin Roots, analogies,	Pattern 1, 2, and -
picture, sentence,	and suffixes	3 sentences
definition, synonym, and		[WEEKS 35-36]
antonym	<u>Grammar Skill</u>	<ul> <li>Creative Writing</li> </ul>
	DOL WEEK 28	[WEEKS 35-36]
	Shurley – Chapter 9 -	
	Pattern 3 – indirect	
	object, direct object,	
	transitive verb,	
	quotation marks,	
	regular and irregular	
	verbs [WEEKS 30-34]	
	CORE SOURCE	
	SPELLING	
	Unit 29 –suffixes 'ful' ;	
	'ic' ; and 'ly'	
	<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]	
	CORE SOURCE	
	SPELLING	
	Unit 30 – spelling	
	patterns for 'k' and	
	consonant blends	
<u> </u>		

. . . . . . . .

Grammar Skill DOL WEEK 30 Shurley – Chapter 9 – Pattern 3 – indirect object, direct object,
transitive verb, quotation marks, regular and irregular verbs <i>[WEEKS 30-34]</i>
Review Spelling and Shurley [WEEKS 35-36]

•

. .

· ·



. 3



### **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.<sup>1</sup>

#### **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.R1.2.2** 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 parrator 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**

- **5.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.



### <u>WRITING</u>

**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.<sup>ii</sup>

#### 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 6.W.6.1a	Demonstrate command of English grammar and usage, focusing on: <b>Pronouns</b> – 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	<b>Usage</b> – 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 -

tod 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.<sup>III</sup>

#### 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.SL2.3** 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.<sup>W</sup>

#### **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.ML2.2** 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.*)

<sup>&</sup>lt;sup>1</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <u>http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf</u>.

<sup>&</sup>quot;Ibid.

<sup>&</sup>quot; Ibid.

<sup>&</sup>lt;sup>1</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <u>http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf</u>.