Ganado Unified School District #20
(Language Arts/6th Grade)

PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
1st Qtr-Week 1 Study Sync Close Reading Cornell Notes Lessons in Literacy Literary Elements	**Key Ideas and Details** **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** **6.RL.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	How does the setting affect the meaning of the text? Does the scene establish the date and setting? Is the scene driven by a specific character/goal? How does inferences help with understanding literature? How does word choice affect your impression of the story's characters?	I will be able to: • Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly from literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source document • Identify specific instances in the text to support analysis of text • Use elements of setting, cause and effect, making inferences and sequencing to comprehend text	• Plot • Exposition • Setting • Problem • Solution • Rising action • Climax • Falling action • Cause/Effect • Infer • Sequence • Paraphrase • Quote • Primary source • Secondary source • Text support
1st Qtr-Week 1 Study Sync Close Reading Cornell Notes Lessons in Literacy Literary Elements	**Key Ideas and Details** **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** **6.RI.2** 2. Determine a central idea of a text and how it is conveyed through particular	Which details support the theme or central idea of the text? How do good readers determine the theme or central idea of a text? How do good readers use theme or central ideas?	I will be able to: • Determine the central idea or theme of a text and choose supporting details. • Summarize text without personal opinion. • Identify the theme or central idea in an informational text.	• Theme • Summarize • Text support

	details; provide a summary of the text distinct from personal opinions or judgments		• Find examples in informational text that demonstrate the theme. • Provide an objective summary.
1st Qtr-Week 1 Study Sync Close Reading Cornell Notes	**Key Ideas and Details** **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** **6.RI.2** 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Which details support the theme or central idea of the text? How do good readers determine the theme or central idea of a text? How do good readers use theme or central ideas? What is your opinion of text?	I will be able to: • Determine the central idea or theme of a text and choose supporting details. • Summarize text without personal opinion. • Identify the theme or central idea in an informational text. • Find examples in informational text that demonstrate the theme. • Provide an objective summary.	• Theme • Summarize • Text support
1st Quarter-Week 1 Study Sync Kagan Stratgies	**Comprehension and Collaboration** **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building onto others ideas and expressing their own clearly and persuasively.** **6.SL.1** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	How do you compare/contrast the two main characters drawing on specific information from the text? What information was used to evaluate the discussion?	I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.	• Effectively engage • Collaborate • Partners • Topics • Texts • Issues
1st Quarter-Week 1 Study Sync Kagan Strategies	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence to bring to the table to reflect and discuss?	I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events

1st Quarter-Week 1 Study Sync Kagan Strategies	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence to bring to the table to reflect and discuss?	I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events
1st Quarter-Week 1 Study Sync	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed.	How do you delegate jobs among group members to meet group expectations?	I will be able to: • Delegate roles for group expectations and goals.	• Delegate • Roles • Goals
1st Quarter-Week 1 Study Sync	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	• Pose • Respond • Specific • Questions
1st Quarter-Week 1 Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.		I will be able to: • Review discussions for understanding of ideas.	• Review • Discussions
1st Quarter-Week 2 Study Sync	e. Prove a conclusion that follows from the narrated experiences or events.	How does an effective conclusion sum up the outcome of a story?	I will be able to: • Provide conclusions from the narrated experiences or events.	• Provide • Conclusion • Narrated • Experiences • Events
1st Quarter-Week 2 Study Sync	**Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.** **6.L.1** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	How does correct usage of pronouns in the proper case change your writing?	I will be able to: • Demonstrate command of the conventions of English grammar and using in writing and speaking.	• Conventions • Grammar

1st Quarter-Week 2 Study Sync	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive)	How do you check to make sure that pronouns are in the proper case?	I will be able to: • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case.	• Demonstrate • Pronouns • Usage • Grammar
1st Quarter-Week 2 Study Sync	b. Use intensive pronouns (e.g., myself, ourselves)	When do you use intensive pronouns?	I will be able to: • Use pronouns effectively, intensive pronouns, recognize, and correct.	• Pronouns • Intensive pronouns • Recognize • Correct
1st Quarter-Week 2 Study Sync	c. Recognize and correct inappropriate shifts in pronoun number and person.	How do you correct inappropriate shifts in a pronoun number and person?	I will be able to: • How do you correct inappropriate shifts in pronoun number and person?	• Pronoun number • Person shifts
1st Quarter-Week 2 Study Sync	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	When do you correct vague pronouns?	I will be able to: • Improve use of vague pronouns.	• Improve • Vague • Pronouns
1st Quarter-Week 2 Study Sync	**Key Ideas and Details** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** **6.RL.3** 3. Describe how a particular story or drama's plot unfolds in a series of episodes a s well as how the characters respond or change as the plot moves toward a resolution.	What do you think motivates the main character? Determine the relevance of the conflict and describe how it was resolved.	I will be able: • Recognize the influence of the character's response to a particular story or drama's plot as well as the components of the plot. • Examine events in a story or play and describe how the characters react, change, and grow • Identify major and minor characters, main events, conflict, climax, and resolution. • Develop a plot map Describe main characters' experiences, emotions, and relationships and how they grow and change over time	• Character traits • Major characters • Minor characters • Plot

1st Quarter-Week 2 Study Sync	**Production and Distribution of Writing** **Produce clear and coherent writing in** **which the development, organization, and** **style are appropriate to task, purpose, and** **audience.** **6.W.4** 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above.)	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose and audience.	• Produce • Develop • Organize • Style • Choose • Task • Purpose
1st Quarter-Week 2 Study Sync	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	How do we determine the specific purpose for writing pieces?	I will be able to: • Write a clear and coherent writing piece appropriate to task, purpose, and audience.	• Produce • Functional writing • Develop • Organization • Appropriate
1st Quarter-Week 3 Study Sync	**Comprehension and Collaboration** **Integrate and evaluate information** **presented in diverse media and formats,** **including visually, quantitatively, and** **orally.** **6.SL.2** 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	How do two accounts of an event differ and how are they similar?	I will be able to: • Understand that information contributes to a topic. • Draw valid conclusions based on text evidence. • Interpret graphic features of various media.	• Topic • Draw • Valid conclusions • Interpret • Diverse media • Topic • Text • Issue
1st Quarter-Week 3 Study Sync	**Comprehension and Collaboration** **Evaluate a speaker's point of view,** **reasoning, and use of evidence and** **rhetoric.** **6.SL.3** 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence	How do primary sources provide insight into the immigrants' experiences?	I will be able to: • Differentiate between claims that are supported by reasons and evidence and those that aren't. • Distinguish between claims that are supported by reasons and	• Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify

	from claims that are not.		evidence from claims that are not. • Delineate a speaker's argument and specific claims. • Predict, clarify, analyze, and critique a speaker's information and point of view.	• Analyze • Critique
1st Quarter-Week 3 Study Sync	**Conventions of Standard English** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **6.L.2** 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	How do you know your punctuation and spelling is correct?	I will be able to: • Correctly use conventions of Standard English capitalization, punctuation, and spelling when writing.	• Conventions • Capitalization • Punctuation • Spelling
1st Quarter-Week 3 Study Sync	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	How do I use proper punctuation?	I will be able to: • Use punctuation (commas, parenthesis, dashes) to set off.	• Punctuation • Commas • Parenthesis • Dashes
1st Quarter-Week 3 Study Sync	b. Spell correctly.	When is spelling correctly important?	I will be able to: • Spell correctly.	• Spell • Correctly
1st Qtr Week 4 Study Sync	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** **6.RL.4** 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **6.RI.4** 4. Determine the meaning of words and	How does figurative language affect the meaning of the text? Why is figurative language helpful to word choice on meaning and tone?	I will be able to: • Recognize the importance of figurative language and word choice • Draw conclusions about the style, mood and meaning of literary text based on word choice • Interpret the meaning of unknown words and phrases within a given text using context clues • Recognize the underlying meaning of text and interpret the tone of text as indicated by word choice	• Figurative language • Word choice • Style • Mood • Similes • Metaphors • Personification • Idioms • Inferences • Interpret • Context clues • Tone • Context clues • Phrases • Scientific article/text

	phrases as they are used in a text, including figurative, connotative, and technical meanings.			• Analyze the impact of word choice • Determine the meaning of figurative language including similes, metaphors, personification and idioms • Determine the meanings of unfamiliar words through context. • Determine the meanings of words and phrases in a scientific article or text.
1st Qtr Week 4 Study Sync	**Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **6.W.5** 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	Why is the writing process important to improve a piece of writing selection?	I will be able to: • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits	• Understand • Revise • Edit • Rewrite • Final draft • Use • 6 traits
1st Qtr Week 5 Study Sync	**Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** **6.W.6** 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	How can technology and the Internet improve a final draft?	• I will be able to: • Understand the importance of using technology including the Internet to produce and publish writing. • Plan, develop, and produce a visual presentation using a variety of media. • Publish a final writing product for an intended audience.	• Understand • Technology • Produce • Publish • Writing • Plan • Develop • Produce • Visual • Media

1st Qtr Week 5 Study Sync	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6.SL.4 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Which nonverbal communication cues contributed to the success of the speech?	I will be able to: • Prepare and deliver speech effectively through verbal and nonverbal communication with a specific audience. • Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes. • Use appropriate eye contact, adequate volume, and clear pronunciation.	• Prepare • Deliver • Speech • Verbal • Nonverbal • Audience • Sequence • Accentuate • Main ideas • Themes • Eye contact • Volume • Clear pronunciation
1st Qtr Week 5 Study Sync	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 6.L.4 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	How does the root word help you determine the meaning of the word?	I will be able to: • Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies.	• Unknown words • Multi-meaning words
1st Qtr Week 5 Study Sync	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	How do context clues help you determine the meaning of the word?	I will be able to: • Use context as a clue to the meaning of a word or phrase.	• Context clues
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*	How do affixes change the meaning?	I will be able to: • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Affixes • Root words • Context clues

	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,), both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech.	How do reference materials help you?	I will be able to: • Consult reference materials, both print and digital, to find the pronunciation, part of speech and meaning.	• Reference materials • Print • Digital media • Pronunciation • Part of speech • Meaning
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning of a word in context or in a dictionary).	How do determine the difference root words have on affixes?	I will be able to: • Determine effect of affixes on root words.	• Affixes • Root words • Effect
1st Qtr-Week 6 Study Sync	**Craft and Structure** **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **6.RL.5** 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **6.RI.5** 5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	How does setting influence the problem, conflict, and/or resolution of the text? What strategies do your characters use to solve problems? Why is it important for procedures and directions to be followed?	I will be able to: • Use inductive and deductive reasoning to determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. • Describe the plot and its components and analyze the influence of the setting • Analyze plot development to determine how conflicts are resolved • Identify key components of functional text and interpret details for specific purpose. • Explain that details, organization, and structure of a text helps guide understanding. • Analyze informational texts to understand the role sentences play in key concept. • Identify components of functional text (directions, legend, diagram, illustrations, sequences, headings)	• Inductive reasoning • Deductive reasoning • Chapter • Scene • Stanza • Theme • Setting • Plot • Conflicts • Resolution • Functional text • Organization • Analyze informational text • Directions • Legend • Diagram • Illustration • Sequences • Headings

1st Qtr-Week 6 Study Sync	**Vocabulary Acquisition and Use** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **6.L.5** 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	How do you determine word meaning based on context?	I will be able to: • Use context to identify the meaning of unfamiliar words. • Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast)	• Context clues • Identify • Unfamiliar words • Figurative language • Word relationships • Nuances • Word meanings
1st Qtr-Week 6 Study Sync	a. Interpret figures of speech (e.g., personification) in context.	How do you interpret figures of speech?	I will be able to: • Determine meaning of figurative language, including similes, metaphors, personification and idioms.	• Figurative language • Similes • Metaphors • Personification • Idioms
1st Qtr-Week 6 Study Sync	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	How do you use word relationships to better understand the words?	I will be able to: • Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand.	• Cause and effect • Part and whole • Item and category
1st Qtr-Week 6 Study Sync	c. Distinguish among the connotations (associations) or words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	How do connotations and denotations affect words?	I will be able to: • Distinguish among the connotations of words with similar denotations.	• Distinguish • Connotations • Denotations
1st Qtr-Week 7 Study Sync	**Craft and Structure** **Assess how point of view or purpose shapes the content and style of a text.** **6.RL.6** 6. Explain how an author develops the point of view of the narrator or speaker in a text. **6.RI.6** 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	What is the point of view of the selection and why did the author choose this point of view? How would the story change if it were written in a different point of view? What is the author's purpose in writing this text?	I will be able to: • Identify the different points of view in a literary selection (omniscient, first person, third person, objective, limited omniscient) • Recognize the first person point of view and cite examples showing the point of view • Explain how a historical author has developed point of view in a given text • Identify the author's purpose and point of view for writing the informational text.	• Point of view • Omniscient • First person • Third person • Objective • Limited omniscient • Author's purpose • Author's point of view • Purpose • Audience

			Recognize the author's point of view and intended purpose for writing. • Identify the possible audience.	
1st Qtr-Week 8 Study Sync	**Range of Writing** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** **6.W.10** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.	How does writing over a short and long period of time affect the writing outcome?	I will be able to: • Write over extended time frames. • Write with a purpose. • Write for an audience.	• Purpose • Audience
1st Qtr-Week 8 Study Sync	**Presentation of Knowledge and Ideas** **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** **6.SL.5** 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	How did your choice of multimedia enhance your presentation?	I will be able to: • Clarify information in a presentation using multimedia components. • Plan, develop and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images.	• Graphics • Images • Music • Sound • Visual • Multimedia

| 1st Qtr- Week 8 Study Sync | **Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

6.RL.7
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

6.RI.7
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue | Which characters grabbed your attention in the text and filmed version?

How did it capture your attention? | I will be able to:
• Tell the difference between what pieces of text stand out when reading as compared to watching and listening to it
• Compare and contrast reading a story, drama or poem to watching an audio, filmed, or live version of the same text.
• Make text connections between related texts.
• Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.
• Use information presented in different media and formats to develop understanding of topic or issue.
• Synthesize and interpret information in different formats.
• Understand information from a variety of sources (experiment, text, video, website)
• Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception. | • Compare/contrast
• Story
• Drama
• Poem
• Audio
• Video
• Live version
• Media
• Formats
• Synthesize
• Interpret
• Experiment
• Text
• Video
• Website
• Analyze
• Visual techniques
• Opinion
• Decision
• Perception |

1st Qtr-Week 9 Study Sync	**Integration of Knowledge and Ideas** **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **6.RL.9** 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **6.RI.9** 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	What similarities and differences do you notice between the two different literary texts? What traits do accomplished people have in common? How are their stories alike? How are they different?	I will be able to: • Identify the theme of different text forms and genres based on traits of the characters. • Identify and discuss stylistic structures and elements • Differentiate between literary forms (poems, stories, plays, novels) and genres • Compare and contrast between classic words of literature with similar topics • Identify the author's purpose • Connect information and events in text to experience and related texts. • Compare and contrast two author's approaches to the same topic • Identify the similarities and differences in the events presented by each author.	• Compare • Contrast • Genres • Theme • Character traits • Stylistic structures • Author's purpose • Text connections • Compare/contrast • Identify similarities/differences
2nd Quarter-Week 8 Great Source: Lessons in Literacy	**Vocabulary Acquisition and Use** **Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.** **6.L.4** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	How does the root word help you determine the meaning of the word? How do you predict the outcome of the meaning of a word based on context clues or prior knowledge of the unknown or multiple meaning word? Why do you connect words to other words? How can you compare the different parts of unknown and multiple-meaning words?	• I will be able to: • Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies.	• Determine • Clarify • Unknown • Multiple-meaning • Choosing • Strategies

Second Quarter				
2nd Qtr-Week 1 Study Sync Steck-Vaughn: Inference Close Reading	**Key Ideas and Details** **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** **6.RL.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the setting affect the meaning of the text? How do inferences help with understanding literature? How does word choice affect your impression of the story's characters? Does the scene establish the date and setting? Is the scene driven by a specific character/goal?	I will be able to: • Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly form literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source documents • Identify specific instances in the text to support analysis of text	• Plot • Exposition • Setting • Problem • Solution • Rising action • Climax • Falling action
2nd Qtr-Week 2 PEG Writing PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	**Text Types and Purpose** **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **6.W.2** 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Why is your conclusion relevant to your writing piece? Why is explanatory writing important? How is explanatory writing different from informative writing? What are the reasons that cultures and individuals create narratives of their experiences?	I will be able to: • Write informative explanatory text based on thesis and supporting details with introductory, body and concluding paragraphs.	• Information text • Explanatory text • Thesis • Introductory, • Body • Concluding paragraphs • Concluding statement
2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Why is the organization of a piece of writing important? What makes writing worth reading, and why should we do it?	I will be able to: • Use strategies such as definition, classification, comparison/contrast and cause/effect, include formatting and multimedia.	• Definition • Classification • Compare/contrast • Cause/effect • Formatting • Multimedia

2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	How do you develop the topic? What strategies can you use to make writing come alive for a reader?	I will be able to: • Develop a topic with facts, definitions, concrete details, quotations and examples.	• Develop • Relevant facts • Definitions • Concrete details • Quotations
2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	c. Use appropriate transitions to clarify the relationship among ideas and concepts.	What kind of transitions do you use? What makes a story effective for its purpose?	I will be able to: • Use appropriate transitions • Clarify relationship among ideas and concepts.	• Transitions
2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	d. Use precise language and domain specific vocabulary to inform about or explain the topic.	What kinds of vocabulary words makes the story interesting?	• Use precise language and domain specific vocabulary to inform.	• Precise language • Domain specific vocabulary
2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy	e. Establish and maintain a formal style.	How do you establish formal writing style?	I will be able to: • Establish and maintain a formal style.	• Formal style
2nd Qtr-Week 2 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy	f. Provide concluding statement or section that follows from the information or explanation presented.	Why is the conclusion important to the final writing?	• Provide a concluding statement that follows from information or explanation	• Concluding statement • Information • Explanation

2nd Qtr-Week 3 Readers Theater	**Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** **6.SL.1** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	How do you compare/contrast the two main characters drawing on specific information from the text?	I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.	• Effectively engage • Collaborate • Partners • Topics • Texts • Issues
2nd Qtr-Week 3 Study Sync	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence you bring to the table to reflect and discuss?	I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events
2nd Qtr Week 3 Study Sync	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed.	How do you delegate jobs among group members to meet group expectations?	I will be able to: • Delegate roles for group expectations and goals.	• Delegate • Roles • Goals
2nd Qtr Week 3 Study Sync	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	• Pose • Respond • Specific • Questions
2nd Qtr Week 3 Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.	What strategy do you use to share a point to reflect on?	I will be able to: • Review discussions for understanding of ideas.	• Review • Discussions

2nd Qtr Week 4 5-Minute Grammar/Proofreading Practice	**Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.** **6.L.1** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	How does correct usage of pronouns in the proper case change your writing?	• I will be able to: • Demonstrate command of the conventions of English grammar and using in writing and speaking.	• Conventions • Grammar
2nd Qtr Week 4 5-Minute Grammar/Proofreading Practice	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	How do you check to make sure that pronouns are in the proper case?	I will be able to: • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case.	• Demonstrate • Pronouns • Usage • Grammar
2nd Qtr Week 4 5-Minute Grammar/Proofreading Practice	b. Use intensive pronouns (e.g., *myself, ourselves).*	When do you use intensive pronouns? Why do you use intensive pronouns?	I will be able to: • Use pronouns effectively, intensive pronouns, recognize, and correctly.	• Pronouns • Intensive pronouns • Recognize • Correct
2nd Qtr Week 4 5-Minute Grammar/Proofreading Practice	c. Recognize and correct inappropriate shifts in pronoun number and person.	How do you correct inappropriate shifts in pronoun number and person?	I will be able to: • Make corrections to pronoun number and person shifts.	• Pronoun number • Person shifts
2nd Quarter-Week 4 5-Minute Grammar/Proofreading Practice	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	When do you correct vague pronouns?	I will be able to: • Improve use of vague pronouns.	• Improve • Vague • Pronouns
2nd Quarter-Week 4 Readers Theater	e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	How do you improve your writing and others using proper Standard English?	I will be able to: • Use proper case subjective, objective, and possessive pronouns.	• Proper case • Subjective • Objective • Possessive pronouns

2nd Quarter-Week 5	**Key Ideas and Details** **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	Which details support the theme or central idea of the text?	I will be able to:	• Theme
Study Sync			• Tell which story elements determine the theme of a story.	• Summarize
Close Reading		Why is it necessary to write a summary without personal opinions or judgments?	• Summarize text without personal opinion.	• Text support
	6.RL.2 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		• Identify the theme or central idea in an informational text	• Literary elements
			• Find examples in informational text that demonstrate the theme	• Central idea
			• Identify the theme or central idea in a text.	• Examples
	6.RI.2 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		• Summarize the theme or central idea without stating their own opinion.	
			• Find examples in a novel that demonstrate the theme.	
2nd Quarter-Week 5	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **6.W.4** 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above.)	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose, and audience.	• Produce • Develop • Organize • Style • Choose • Task • Purpose

2nd Quarter-Week 5
Study Sync
	**Comprehension and Collaboration
	Integrate and evaluate information
	presented in diverse media and formats,
	including visually, quantitatively, and
	orally.**
	
	6.SL.2
	2. Interpret information presented in
	diverse media and formats (e.g., visually,
	quantitatively, and orally) and explain how
	it contributes to a topic, text, or issue
	under study.
		How do two accounts of an
		event differ and how are they
		similar?
		How do graphic features
		affect a text?
			I will be able to:
			• Understand that information
			  contributes to a topic.
			• Draw valid conclusions based on
			  text evidence.
			• Interpret graphic features of
			  various media.
				• Topic
				• Draw
				• Valid conclusions
				• Interpret
				• Diverse media
				• Topic
				• Text
				• Issue

2nd Quarter-Week 6
 	
5-Minute
Grammar/Proofreading
Practice
	**Conventions of Standard English
	Demonstrate command of the conventions
	of Standard English capitalization,
	punctuation, and spelling when writing.**
	
	6.L.2
	2. Demonstrate command of the
	conventions of Standard English
	capitalization, punctuation, and spelling
	when writing.
		How do you know your
		punctuation and spelling is
		correct?
		How can usage of spelling
		rules and patterns improve
		written communication?
			I will be able to:
			• Correctly use conventions of
			  Standard English capitalization,
			  punctuation, and spelling when
			  writing.
				• Conventions
				• Capitalization
				• Punctuation
				• Spelling

2nd Quarter-Week 6 5-Minute Grammar/Proofreading Practice	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	How do I use proper punctuation? What is the purpose of applying grammar and mechanic skills?	I will be able to: • Use punctuation (commas, parenthesis, dashes) to set off.	• Punctuation • Commas • Parenthesis • Dashes
2nd Quarter-Week 6 5-Minute Grammar/Proofreading Practice	b. Spell correctly.	When is spelling correctly important? Why is it important to use correct spelling?	I will be able to: • Spell correctly.	• Spell • Correctly

2nd Quarter-Week 7	**Key Ideas and Details**	What do you think motivates the main character?	I will be able:	• Character traits
Spotlight on Literary Elements: Character	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**		• Recognize the influence of the character's response to a particular story or drama's plot as well as the components of the plot.	• Character response • Drama • Plot
Study Sync	**6.RL.3**	Determine the relevance of the conflict and describe how it was resolved.		• Major characters • Minor characters
Close Reading	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Do the details of a story affect the introduction, illustration, and elaboration of a text?	• Examine events in a story or play and describe how the characters react, change, and grow	• Main events • Conflict • Climax • Resolution
	6.RI.3		• Identify major and minor characters, main events, conflict, climax, and resolution.	• Plot • Character's experience
	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.)		• Develop a plot map • Describe main characters' experiences, emotions, and relationships and how they grow and change over time	• Character's emotions • Character's relationship • Change • Details
			• Analyze details of key events or ideas	• Individual • Event • Introduced • Illustrated • Elaborated • Analyze
2nd Quarter-Week 7	**Production and Distribution of Writing** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **6.W.5**	Why is the writing process important to improve a piece of writing selection?	I will be able to: • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits	• Understand • Revise • Edit • Rewrite • Final draft • Use • Six traits
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)			

2nd Quarter-Week 7 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy	**Comprehension and Collaboration** **Evaluate a speaker's point of view,** **reasoning, and use of evidence and** **rhetoric.** **6. SL. 3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do primary sources provide insight into an experience?	I will be able to: • Differentiate between claims that are supported by reasons and evidence and those that aren't. • Distinguish between claims that supported by reasons and evidence from claims that are not. • Delineate a speaker's argument and specific claims. • Predict, clarify, analyze, and critique a speaker's information and point of view.	• Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify • Analyze • Critique
2nd Quarter-Week 7 5-Minute Grammar/Proofreading Practice	**Knowledge of Language** **Apply knowledge of language to** **understand functions in different contexts,** **too make effective choices for meaning or** **style, and to comprehend more fully when** **reading or listening.** **6.L.3** 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	How do you vary sentence patterns to enhance the flow of your writing?	I will be able to: • Use knowledge of language and its conventions when writing, speaking, reading, or listening.	• Conventions • Sentence patterns
2nd Quarter-Week 7 5-Minute Grammar/Proofreading Practice	a. Vary sentence patterns for meaning, reader/listener interest, and style.	Does varying sentence length bring interest or meaning to writing?	I will be able to: • Vary sentence patters for meaning, reader/listener interest, and style.	• Vary • Sentence patterns • Meaning • Reader/listener • Interest • Style
2nd Quarter-Week 7 5-Minute Grammar/Proofreading Practice	b. Maintain consistency in style and tone.*	How does consistency in style and tone of writing affect it.	I will be able to: • Maintain consistency in style and tone.	• Maintain • Consistency • Style • Tone

2nd Quarter-Week 8 Study Sync Figuratively Speaking! Steck-Vaughn: Context Close Reading	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.** **6.RI.4** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	How do the origins or etymology of words affect our understanding of words?	I will be able to: • Determine the meanings of unfamiliar words through context. • Determine the meanings of words and phrases in a scientific article or text.	• Context clues • Phrases • Scientific article/text
2nd Quarter-Week 8 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard RAFT Strategy	**Production and Distribution of Writing** **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** **6.W.6** 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	How can technology and the Internet improve a final draft?	I will be able to: • Understand the importance of using technology including the Internet to produce and publish writing. • Plan, develop, and produce a visual presentation using a variety of media. • Publish a final writing product for an intended audience.	• Understand • Technology • Produce • Publish • Writing • Plan • Develop • Produce • Visual • Media
2nd Quarter-Week 8 Study Sync	**Presentation of Knowledge and Ideas** **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** **6.SL.4** 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Which nonverbal communication cues contributed to the success of the speech?	• I will be able to: • Prepare and deliver speech effectively through verbal and nonverbal communication. • Present claims and findings, sequence ideas, logically, and use pertinent descriptions, facts, and details to accentuate main idea and themes. • Use appropriate eye contact, adequate volume, and clear pronunciation.	• Prepare • Deliver • Speech • Verbal • Nonverbal • Audience • Sequence • Accentuate • Main ideas • Themes • Eye contact • Volume • Clear pronunciation

2nd Quarter Week 8 Great Source: Lessons in Literacy	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	How does using context clues help you determine the meaning of the word?	I will be able to: • Use context as a clue to the meaning of a word or phrase.	• Context • Clues • Meaning
2nd Quarter Week 8 The Learning Works: Prefixes and Suffixes/Greek and Latin Roots	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	How does using affixes help you determine the meaning of the word?	I will be able: • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	• Greek • Latin • Affixes • Roots • Clues
2nd Quarter Week 8 Great Source: Lessons in Literacy	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	How do reference materials help you determine the meaning of a word?	I will be able to: • Consult reference materials, both print and digital, to find the pronunciation, part of speech and meaning.	• Reference • Dictionaries • Glossaries • Thesauruses • Print • Digital • Pronunciation
2nd Quarter Week 8 Great Source: Lessons in Literacy	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	How do you determine the meaning of a word?	I will be able to: • Determine the effect of affixes on root words.	• Verify • Word • Phrase
2nd Quarter-Week 8 Study Sync	**Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** 6.SL.5 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	How did your choice of multimedia enhance your presentation?	I will be able to: • Clarify information in a presentation using multimedia components. • Plan, develop, and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images.	• Graphics • Images • Music • Sound • Visual • Multimedia

2nd Quarter-Week 8 Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	**Vocabulary Acquisition and Use** **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** **6.L.5** 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	How do you determine word meaning based on context? How is alliteration and consonance similar or different?	I will be able to: • Use context to identify the meaning of unfamiliar words. • Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast) • Differentiate between various types of figurative language in a given text?	• Figurative language • Similes • Metaphors • Personification • Idiom
2nd Quarter-Week 8 Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	a. Interpret figures of speech (e.g., personification) in context.	How do you interpret figures of speech?	I will be able to: • Determine meaning of figurative language, including similes, metaphors, personification and idioms.	• Figurative language • Similes • Metaphors • Personification • Idioms
2nd Quarter-Week 8 Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Why are word relationships important to writing?	I will be able to: • Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand word meaning.	• Relationship • Cause • Effect • Part • Whole • Item category
2nd Quarter-Week 8 Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	How do connotations and denotations affect words?	I will be able to: • Distinguish among the connotations of words with similar denotations.	• Distinguish • Connotations • Denotations
2nd Quarter-Week 9 Study Sync Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	**6.L.6** 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	How does the words and phrases that are selected for use affect comprehension or expression?	I will be able to: • Acquire and accurately use words and phrases. • Gather vocabulary.	• Acquire • Accurate • Gather

2nd Quarter-Week 9 Study Sync Close Reading	**Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** **6.RI.7** 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	What cultural differences exist between others and ours?	I will be able to: • Use information presented in different media and formats to develop understanding of topic or issue. • Synthesize and interpret information in different formats. • Understand information from a variety of sources (experiment, text, video, website). • Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception.	• Media • Formats • Synthesize • Interpret • Experiment • Text • Video • Website • Analyze • Visual techniques • Opinion • Decision • Perception
2nd Quarter-Week 9 Study Sync	**Integration of Knowledge and Ideas Analyze how two or more text address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **6.RI.9** 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	What traits do accomplished people have in common? How are their stories alike? How are they different?	• I will be able to: • Identify the author's purpose. • Connect information and events in text to experience and related texts. • Compare and contrast two author's approaches to the same topic. • Identify the similarities and differences in the events presented by each author.	• Author's purpose • Text connections • Compare/contrast • Identify similarities/differences
2nd Quarter-Week 9 Study Sync Close Reading	**Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational text independently and proficiently.** **6.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	What learning strategies will be used to help comprehend literature proficiently within one school year?	I will be able to: • Read complex and informational text • Comprehend complex and informational text	• Read • Comprehend • Stories • Dramas • Poem

	Third Quarter			
3rd Quarter-Week 1 Close Reading Study Sync Steck-Vaughn: Inference K12 Reader Website	**Key Ideas and Details** **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** **6.RL.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	How does the setting affect the meaning of the text? Does the scene establish the date and setting? Is the scene driven by a specific character/goal? How does inferences help with understanding literature? How does word choice affect your impression of the story's characters?	I will be able to: • Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly from literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source documents • Identify specific instances in the text to support analysis of text • Use elements of setting, cause and effect, making inferences, and sequencing to comprehend text	• Plot • Exposition • Setting • Problem • Solution • Rising action • Climax • Falling action • Setting • Cause/effect • Infer • Sequence • Paraphrase • Quote • Primary source • Secondary source • Evidence • Text support
3rd Quarter-Week 1 Writing Lessons To Meet the Common Core	a. Introduce claim(s) and organize the reasons and evidence clearly	Why are supporting claims with valid reasons important?	I will be able to: • Support claims with valid reasons.	• Support • Claims • Valid • Reasons
3rd Quarter-Week 1 Writing Lessons To Meet the Common Core	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Why is supporting claims with relevant evidence important?	• I will be able to: • Support claims with relevant evidence.	• Support • Claims • Valid • Reasons
3rd Quarter-Week 1 Writing Lessons To Meet the Common Core PEG Writing	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Does word usage make a difference on the writing?	I will be able to: • Use words, phrases, and clauses to clarify relationships.	• Words • Phrases • Clauses • Clarify

3rd Quarter-Week 1 Writing Lessons To Meet the Common Core RAFT Strategy	d. Establish and maintain a formal style.	How do you establish and maintain formal style?	I will be able to: • Establish and maintain formal style.	• Establish • Maintain • Formal style
3rd Quarter-Week 1 Writing Lessons To Meet the Common Core	e. Provide a concluding statement or section that follows from the argument presented.	Is a concluding statement important?	I will be able to: • Provide a concluding statement. • Provide a concluding section supports the argument presented.	• Provide • Concluding statement • Concluding section
3rd Quarter-Week 2 Study Sync	**Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** **6.SL.1** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	How do you compare/contrast the two main characters drawing on specific information from the text?	I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.	• Effectively engage • Collaborate • Partners • Topics • Texts • Issues
3rd Quarter-Week 2 Study Sync	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence you bring to the table to reflect and discuss?	I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events
3rd Quarter-Week 2 Study Sync	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed.	How do you delegate jobs among group members to meet group expectations?	I will be able to: • Delegate roles for group expectations and goals.	• Delegate • Roles • Goals
3rd Quarter-Week 2 Study Sync	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	• Pose • Respond • Specific • Questions

3rd Quarter-Week 2 Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.	What strategy would be appropriate to use to share a point and to reflect on?	I will be able to: • Review discussions for understanding of ideas.	• Review • Discussions
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	**Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. 6.L.1** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	How does correct usage of pronouns in the proper case change your writing?	I will be able to: • Demonstrate command of the conventions of English grammar and using in writing and speaking.	• Conventions • Grammar
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	How do you check to make sure that pronouns are in the proper case?	I will be able to: • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case.	• Demonstrate • Pronouns • Usage • Grammar
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	b. Use intensive pronouns (e.g., *myself, ourselves).*	When do you use intensive pronouns? Why do you use intensive pronouns?	I will be able to: • Use pronouns effectively, intensive pronouns, recognize, and correct	• Pronouns • Intensive pronouns • Recognize • Correct
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	c. Recognize and correct inappropriate shifts in pronoun number and person.	How do you correct inappropriate shifts in pronoun number and person?	I will be able to: • Make corrections to pronoun number and person shifts.	• Pronoun number • Person shifts
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	When do you correct vague pronouns?	I will be able to: • Improve use of vague pronouns.	• Improve • Vague • Pronouns
3rd Quarter-Week 2 5-Minute Proofreading/Grammar Practice	e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	How do you improve your writing and others using proper Standard English?	I will be able to: • Use proper case subjective, objective, and possessive pronouns.	• Proper case • Subjective • Objective • Possessive pronouns
3rd Quarter-Week 3 Close Reading	**Key Ideas and Details Determine central ideas or themes of a text and analyze their development;**	Which details support the theme or central idea of the text?	I will be able to: • Tell which story elements determine the theme of a story.	• Theme • Summarize • Text support

Study Sync Steck-Vaughn: Main Idea	**summarize the key supporting details and ideas.** **6.RI.2** 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Why is it necessary to write a summary without personal opinions or judgements?	• Summarize text without personal opinion. • Identify the theme or central idea in an informational text • Find examples in informational text that demonstrate the theme
3rd Quarter-Week 3 Writing Lessons To Meet the Common Core	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **6.W.4** 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above.)	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: • Write a clear and coherent writing piece appropriate to task, purpose, and audience. • Produce • Develop • Organize • Style • Choose • Task • Purpose
3rd Quarter-Week 3 Writing Lessons To Meet the Common Core	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	How do we determine the specific purpose for writing pieces?	I will be able to: Write a clear and coherent writing piece appropriate to task, purpose, and audience. • Produce • Functional writing • Develop • Organization • Appropriate
3rd Quarter-Week 3 Study Sync	**Comprehension and Collaboration** **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** **6.SL.2** 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	How do two accounts of an event differ and how are they similar? How do graphic features affect a text?	I will be able to: • Understand that information contributes to a topic. • Draw valid conclusions based on text evidence. • Interpret graphic features of various media.	• Topic • Draw • Valid conclusions • Interpret • Diverse media • Topic • Text • Issue

3rd Quarter-Week 4 5-Minute Proofreading/Grammar Practice	**Conventions of Standard English** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **6.L.**2 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	How do you know your punctuation and spelling is correct?	I will be able to: • Correctly use conventions of Standard English capitalization, punctuation, and spelling when writing.	• Conventions • Capitalization • Punctuation • Spelling
3rd Quarter-Week 4 5-Minute Proofreading/Grammar Practice	b. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	How do I use proper punctuation? Why is using proper punctuation important?	I will be able to: • Use punctuation (commas, parenthesis, and dashes) to set off.	• Punctuation • Commas • Parenthesis • Dashes
3rd Quarter-Week 4 5-Minute Proofreading/Grammar Practice	c. Spell correctly.	When is spelling correctly important?	I will be able to: • Spell correctly.	• Spell • Correctly
3rd Quarter-Week 4 The Learning Works: Figuratively Speaking! Spotlight on Literary Elements: Figurative Language Close Reading Study Sync K12 Reader Website	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** **6.RL.4** 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **6.RI.4** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	How does figurative language affect the meaning of the text? Why is figurative language helpful to word choice on meaning and tone? How do the origins or etymology of words affect our understanding of the words?	I will be able to: • Recognize the importance of figurative language and word choice • Draw conclusions about the style, mood and meaning of literary text based on word choice • Interpret the meaning of unknown words and phrases within a given text using context clues • Recognize the underlying meaning of text and interpret the tone of text as indicated by word choice • Analyze the impact of word choice • Determine the meaning of figurative language including	• Figurative language • Word choice • Style • Mood • Similes • Metaphors • Personification • Idioms • Inferences • Interpret • Context clues • Tone • Context clues • Phrases • Scientific article/text

				• similes, metaphors, personification and idioms • Determine the meanings of unfamiliar words through context. • Determine the meanings of words and phrases in a scientific article or text.
3rd Quarter-Week 4 Writing Lessons To Meet the Common Core	**Production and Distribution of Writing** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **6.W.5** 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	Why is the writing process important to improve a piece of writing selection?	I will be able to: • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits	• Understand • Revise • Edit • Rewrite • Final draft • Use • 6 traits
3rd Quarter-Week 4 Study Sync Writing Lessons for the Interactive Whiteboard	**Comprehension and Collaboration** **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** **6.SL.3** 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do primary sources provide insight an experience?	I will be able to: • Differentiate between claims that are supported by reasons and evidence and those that aren't. • Distinguish between claims that are supported by reasons and evidence from claims that are not. • Delineate a speaker's argument and specific claims. • Predict, clarify, analyze, and critique a speaker's information and point of view.	• Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify • Analyze • Critique
3rd Quarter Week 4 Study Sync Writing Lessons for the Interactive Whiteboard	**Presentation of Knowledge and Ideas** **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and**	Which nonverbal communication cues contributed to the success of the speech?	I will be able to: • Prepare and deliver speech effectively through verbal and nonverbal communication with a specific audience.	• Prepare • Deliver • Speech • Verbal • Nonverbal • Audience

	audience. **6.SL.4** 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		• Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes. • Use appropriate eye contact, adequate volume, and clear pronunciation.	• Sequence • Accentuate • Main ideas • Themes • Eye contact • Volume • Clear pronunciation
3rd Quarter-Week 5 Great Source: Lesson in Literacy	**Vocabulary Acquisition and Use** **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** **6.L.4** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	How does the root word help you determine the meaning of the word?	I will be able to: • Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies.	• Unknown words • Multi-meaning words •
3rd Quarter Week 5 Steck-Vaughn: Context Great Source: Lesson in Literacy	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	How do context clues help you determine the meaning of the word?	I will be able to: • Use context as a clue to the meaning of a word or phrase.	• Context clues
3rd Quarter Week 5 The Learning Works: Prefixes and Suffixes/Greek and Latin Roots Great Source: Lesson in Literacy	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*	How do affixes change the meaning?	I will be able to: • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Affixes • Root words • Context clues
3rd Quarter Week 5 Great Source: Lesson in Literacy	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,), both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech.	How do reference materials help you?	I will be able to: • Consult reference materials, both print and digital, to find the pronunciation, part of speech and meaning.	• Reference materials • Print • Digital media • Pronunciation • Part of speech • Meaning

3rd Quarter Week 5 Great Source: Lesson in Literacy	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning of a word in context or in a dictionary).	How do determine the difference root words have on affixes?	I will be able to: • Determine effect of affixes on root words.	• Affixes • Root words • Effect
3rd Quarter-Week 5 The Learning Works: Figuratively Speaking! Close Reading Study Sync	**Craft and Structure** **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **6.RL.5** 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **6.RI.5** 5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	How does setting influence the problem, conflict, and/or resolution of the text? What strategies do your characters use to solve problems? Why is it important for procedures and directions to be followed?	I will be able to: • Use inductive and deductive reasoning to determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. • Describe the plot and its components and analyze the influence of the setting • Analyze plot development to determine how conflicts are resolved • Identify key components of functional text and interpret details for specific purpose. • Explain that details, organization, and structure of a text helps guide understanding. • Analyze informational texts to understand the role sentences play in key concept. • Identify components of functional text (directions, legend, diagram, illustrations, sequences, headings)	• Inductive reasoning • Deductive reasoning • Chapter • Scene • Stanza • Theme • Setting • Plot • Conflicts • Resolution • Functional text • Organization • Analyze informational text • Directions • Legend • Diagram • Illustration • Sequences • Headings •
3rd Quarter Week 5 Study Sync Writing Lessons for the Interactive Whiteboard	**Presentation of Knowledge and Ideas** **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** **6.SL.5** 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	How did your choice of multimedia enhance your presentation?	I will be able to: • Clarify information in a presentation using multimedia components. • Plan, develop and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images.	• Graphics • Images • Music • Sound • Visual • Multimedia

3rd Quarter-Week 6 Spotlight on Literary Elements: Point of View Journeys	**Craft and Structure** **Assess how point of view or purpose shapes the content and style of a text.** **6.RL.6** 6. Explain how an author develops the point of view of the narrator or speaker in a text. **6.RI.6** 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	What is the point of view of the selection and why did the author choose this point of view? How would the story change if it were written in a different point of view? What is the author's purpose in writing this text?	I will be able to: • Identify the different points of view in a literary selection (omniscient, first person, third person, objective, limited omniscient) • Recognize the first person point of view and cite examples showing the point of view • Explain how a historical author has developed point of view in a given text • Identify the author's purpose and point of view for writing the informational text. • Recognize the author's point of view and intended purpose for writing. • Identify the possible audience.	• Point of view • Omniscient • First person • Third person • Objective • Limited omniscient • Author's purpose • Author's point of view • Purpose • Audience
3rd Quarter-Week 6	**Production and Distribution of Writing** **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** **6.W.6** 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	How can technology and the Internet improve a final draft?	I will be able to: • Understand the importance of using technology including the Internet to produce and publish writing. • Plan, develop, and produce a visual presentation using a variety of media. • Publish a final writing product for an intended audience.	• Understand • Technology • Produce • Publish • Writing • Plan • Develop • Produce • Visual • Media
3rd Quarter-Week 6 Study Sync Readers Theater Fluency	**Presentation of Knowledge and Ideas** **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** **6.SL.6** 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for	How does adapting your speech indicate command of English?	I will be able to: • Adapt speech Demonstrate command of formal English	• Adapt • Speech • Demonstrate

	specific expectations.)		
3rd Quarter-Week 7 Close Reading Study Sync	**Integration of Knowledge and Ideas** **Integrate and evaluate content presented** **in diverse media and formats, including** **visually and quantitatively, as well as in** **words.** **6.RI.7** 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	What cultural differences exist between others and ours?	I will be able to: • Use information presented in different media and formats to develop understanding of topic or issue. • Synthesize and interpret information in different formats. • Understand information from a variety of sources (experiment, text, video, website) • Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception	• Media • Formats • Synthesize • Interpret • Experiment • Text • Video • Website • Analyze • Visual techniques • Opinion • Decision • Perception
3rd Quarter-Week 8 Close Reading Study Sync	**6.RI.8** 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do the facts in the story give you a clearer understanding of the issue? How do you evaluate the author's opinion on the issue?	I will be able to: • Identify the facts and details that support the author's argument regarding a particular idea.	• Facts • Details • Author's argument • Identify •
3rd Quarter-Week 8 Using Benchmark Papers to Teach Writing with the Traits PEG Writing	**Research to Build and Present Knowledge** **Gather relevant information from multiple** **print and digital sources, assess the** **credibility and accuracy of each source,** **and integrate the information while** **avoiding plagiarism.** **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	What did you learn about the person you studied?	I will be able to: • Gather information from multiple print and digital sources, assess the credibility, and cite sources • Gather information from a variety of sources • Use search terms and cite data.	• Gather • Information • Multiple print • Digital sources • Assess • Credibility • Cite • Sources • Search terms • data
3rd Quarter-Week 9	**Integration of Knowledge and Ideas** **Analyze how two or more texts address**	What similarities and differences do you notice	I will be able to:	• Compare • Contrast

Spotlight on Literary Elements: Theme Close Reading Study Sync Great Source: Lessons in Literacy	**similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **6.RL.9** 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	between the two different literary texts?	• Identify the theme of different text forms and genres based on traits of the characters. • Identify and discuss stylistic structures and elements • Differentiate between literary forms (poems, stories, plays, novels) and genres • Compare and contrast between classic words of literature with similar topics	• Genres • Theme • Character traits • Stylistic structures
3rd Quarter-Week 9 Great Source: Lesson in Literacy The Learning Works: Figuratively Speaking!	**Vocabulary Acquisition and Use** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **6.L.5** 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	How do you determine word meaning based on context?	I will be able to: • Use context to identify the meaning of unfamiliar words. • Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast)	• Context clues • Identify • Unfamiliar words • Figurative language • Word relationships • Nuances • Word meanings
3rd Quarter-Week 9 Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	a. Interpret figures of speech (e.g., personification) in context.	How do you interpret figures of speech?	I will be able to: • Determine meaning of figurative language, including similes, metaphors, personification and idioms.	• Figurative language • Similes • Metaphors • Personification • Idioms
3rd Quarter-Week 9 Great Source: Lessons in Literacy	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	How do you use word relationships to better understand the words?	I will be able to: • Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand.	• Cause and effect • Part and whole • Item and category
3rd Quarter-Week 9 Great Source: Lesson in Literacy The Learning Works: Figuratively Speaking!	c. Distinguish among the connotations (associations) or words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	How do connotations and denotations affect words? Is knowing the connotation and denotation of words important for usage in writing and language use? How do you determine whether a word has a negative, neutral or positive connotation?	I will be able to: • Distinguish among the connotations of words with similar denotations.	• Distinguish • Connotations • Denotations

Fourth Quarter				
4th Qtr-Week 1 Study Sync Steck-Vaughn: Inference Great Source: Lesson in Literacy	**Key Ideas and Details** **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** **6.RL.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the setting affect the meaning of the text? Does the scene establish the date and setting? Is the scene driven by a specific character/goal?	I will be able to: • Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly from literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source documents • Identify specific instances in the text to support analysis of text	• Plot • Exposition • Setting • Problem • Solution • Rising action • Climax • Falling action
4th Qtr-Week 2 Study Sync	**Comprehension and Collaboration** **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** **6.SL.1** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	How do you compare/contrast the two main characters drawing on specific information from the text?	• I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.	• Effectively engage • Collaborate • Partners • Topics • Texts • Issues
4th Qtr-Week 2 Study Sync	a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	How do you determine what evidence you bring to the table to reflect and discuss?	• I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events 1.
4th Qtr-Week 2 Study Sync	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed.	How do you delegate jobs among group members to meet group expectations?	• I will be able to: • Delegate roles for group expectations and goals.	• Delegate • Roles 2. Goals

4th Qtr-Week 2 Study Sync	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	• Pose • Respond • Specific 3. Questions
4th Qtr-Week 2 Study Sync	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.		I will be able to: • Review discussions for understanding of ideas.	• Review 4. Discussions
4th Qtr-Week 2 Study Sync Spotlight on Literary Elements: Theme Great Source: Lesson in Literacy	**Key Ideas and Details** **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** **6.RL.2** 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Which details support the theme or central idea of the text?	I will be able to: • Tell which story elements determine the theme of a story. • Summarize text without personal opinions. • Identify the theme or central idea in a text. • Summarize the theme or central idea without stating their own opinion. • Find examples in a novel that demonstrate the theme.	• Theme • Literary elements • Summarize • Central idea • Examples
4th Qtr-Week 3 Study Sync PEG Writing	**Research to Build and Present Knowledge** **Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation** **6.W.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Why is it important to learn research skills?	I will be able to: • Conduct short researches • Write a research paper with varying lengths. • Use different sources	• Conduct • Researches • Draw • Sources
4th Qtr-Week 3 Writing Lessons to Meet the Common Core	**Research to Build and Present Knowledge** **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of	What did you learn about the person you studied?	I will be able to: • Gather information from multiple print and digital sources, assess the credibility, and cite sources • Gather information from a variety of sources Use search terms and cite data.	• Gather • Information • Multiple print • Digital sources • Assess • Credibility • Cite • Sources • Search terms • data

	others while avoiding plagiarism and providing basic bibliographic information for sources.			
4th Qtr-Week 4 PEG Writing Four Square: Total Writing	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **6.W.4** 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose and audience.	• Produce • Develop • Organize • Style • Choose • Task • Purpose
4th Qtr-Week 4 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	How do we determine the specific purpose for writing pieces?	I will be able to: • Write a clear and coherent writing piece appropriate to task, purpose, and audience.	• Produce • Functional writing • Develop • Organization • Appropriate
4th Qtr-Week 5 PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core	**Production and Distribution of Writing** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** **6.W.5** 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	Why is the writing process important to improve a piece of writing selection?	I will be able to: • Understand the importance of revising through peer and individual editing to rewrite your final draft. • Use 6 traits	• Understand • Revise • Edit • Rewrite • Final draft • Use • 6 traits
4th Qtr-Week 6 Spotlight on Literary Elements: Character Study Sync	**Key Ideas and Details** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** **6.RL.3** 3. Describe how a particular story or drama's plot unfolds in a series of episodes	What do you think motivates the main character? Determine the relevance of the conflict and describe how it was resolved.	I will be able: • Recognize the influence of the character's response to a particular story or drama's plot as well as the components of the plot.	• Character traits • Major characters • Minor characters • Plot

Great Source: Lesson in Literacy	as well as how the characters respond or change as the plot moves toward a resolution		• Examine events in a story or play and describe how the characters react, change, and grow • Identify major and minor characters, main events, conflict, climax, and resolution. • Develop a plot map • Describe main characters' experiences, emotions, and relationships and how they grow and change over time
4th Qtr-Week 7 Study Sync	**Comprehension and Collaboration** **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** **6.SL.3** 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do primary sources provide insight into the immigrants' experiences?	I will be able to: • Differentiate between claims that are supported by reasons and evidence and those that aren't. • Distinguish between claims that are supported by reasons and evidence from claims that are not. • Delineate a speaker's argument and specific claims. • Predict, clarify, analyze, and critique a speaker's information and point of view.	• Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify • Analyze • Critique
4th Qtr-Week 7 Figuratively Speaking! Spotlight on Literary Elements: Figurative Language Study Sync Great Source: Lesson in Literacy	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** **6.RL.4** 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	How does figurative language affect the meaning of the text? Why is figurative language helpful to word choice on meaning and tone?	I will be able to: • Recognize the importance of figurative language and word choice • Draw conclusions about the style, mood and meaning of literary text based on word choice • Interpret the meaning of unknown words and phrases within a given text using context clues • Recognize the underlying meaning of text and interpret	• Figurative language • Word choice • Style • Mood • Similes • Metaphors • Personification • Idioms • Inferences • Interpret • Context clues • Tone

			the tone of text as indicated by word choice • Analyze the impact of word choice • Determine the meaning of figurative language including similes, metaphors, personification and idioms	
4th Qtr-Week 8 Study Sync RAFT Strategy Using Benchmark Papers to Teach Writing with the Traits Writing Lessons to Meet the Common Core	**Presentation of Knowledge and Ideas** **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** **6.SL.4** 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Which nonverbal communication cues contributed to the success of the speech?	I will be able to: • Prepare and deliver speech effectively through verbal and nonverbal communication with a specific audience. • Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes. • Use appropriate eye contact, adequate volume, and clear pronunciation.	• Prepare • Deliver • Speech • Verbal • Nonverbal • Audience • Sequence • Accentuate • Main ideas • Themes • Eye contact • Volume • Clear pronunciation
4th Quarter-Week 8 & 9 Figuratively Speaking! Study Sync Using Benchmark Papers to Teach Writing with the Traits Writing Lessons for the Interactive Whiteboard	**Craft and Structure** **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **6.RL.5** 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	How does setting influence the problem, conflict, and/or resolution of the text? What strategies do your characters use to solve problems?	I will be able to: • Use inductive and deductive reasoning to determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. • Describe the plot and its components and analyze the influence of the setting • Analyze plot development to determine how conflicts are resolved	• Inductive reasoning • Deductive reasoning • Chapter • Scene • Stanza • Theme • Setting • Plot • Conflicts • Resolution