CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY

GRADE LEVEL: SIXTH   **SUBJECT: Reading**   **DATE: 11/7/2018**

GRADING PERIOD: QUARTER 1   C. Lain

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	• Read a variety of literature.	• Curriculum based assessments	• Text complexity	ADDITIONAL
Key Ideas and Textual Support • Inferences	**6.RL.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference.	**CSA.Q1.B-WR,FC Week 8**	• Inference • Text evidence	CRITICAL *CFA-TESTED IN ELA*
• Theme • Central Idea	**6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	• Identify theme. • Construct summary of text	**CFA.Q1.D-FC,WR Week 7**	• Central Idea	CRITICAL
• Resolution • Conclusion	**6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	• Create a story map. • Evaluate conclusions. • Identify parts of the plot. • Discuss how characters change through the plot of a story.	**CFA.Q1.B-FC Week 3**	• Resolution • Plot • Narrative • Rising Action • Falling Action • Climax • Conflict • Exposition	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Structural Elements and Organization • Literature Development	**6.RL.3.1:** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting or plot.	• Summarize a piece of literature • Critique a story by evaluating how a sentence or chapter can affect the development of theme. • Explain how a sentence or chapter can contribute to the development of ideas.	**CFA.Q1.B-FC Week 3**	• Theme • Characterization • Setting • plot • Critique	ADDITIONAL
Structural Elements and Organization 1st and 3rd person Narrator	**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	• Identify a variety narrators/voices including first and third person. • Discuss how the narrator impacts mood/tone.	**CFA.Q1.A-FC Week 2**	• First person • Third person • Persuasive • Mood • Tone	CRITICAL
Compare and Contrast Experiences	**6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	• Compare and contrast experiences with different versions of the text	• Class discussion • Graphic organizer	• Compare • Contrast	IMPORTANT
Synthesis and Connection of Ideas Genres of Literature	**6.RL.4.2:** Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their	• Compare different genres of literature with similar topics	• Running records • Tests • Presentations	• Genre • Historical • Fantasy • Theme	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	approaches to similar themes and topics.				
READING: NONFICTION					
Learning Outcome Variety of Nonfiction	**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	• Read a variety of grade appropriate nonfiction	• Reading Response	• Nonfiction	ADDITIONAL
Key Ideas and Textual Support Inferences from nonfiction text	**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Develop inferences from nonfiction text	**CFA.Q1.C – FC Week 6 CSA.Q1.B-WR,FC Week 8**	• Textual evidence • Inferences	CRITICAL
Key Ideas and Textual Support Objective Summary	**6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	• Create objective summary that has an introduction, body, and conclusion.	**CFA.Q1.C – FC Week 6 CSA.Q1.B-WR,FC Week 8**	• Objective summary • Central idea	CRITICAL
Introduction of individual, event, or idea in non-fiction	**6.RN.2.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).	Explain how a person, event, or idea is introduced and elaborated on in a text.	**CFA.Q1.C – FC Week 6 CSA.Q1.B-WR,FC Week 8**	• Key individual • Elaborate	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Structural Elements and Organization • Text Structure	**6.RN.3.2**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	• Explain how a sentence fits into the overall structure of a text.	**CFA.Q1.C-FC Week 6**	• Text structure	IMPORTANT
Authors' Perspective	**6.RN.3.3**: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	• Evaluate different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	**CFA.Q1.C-FC Week 6**	• Author's perspective	CRITICAL
• Integrating media formats	**6.RN.4.2**: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.	• Use different media formats to collect information. • Use different media format to show understanding of a topic.	• Venn Diagram • Class Discussion • Video	• Media formats	IMPORTANT
READING: VOCABULARY					
Learning Outcome	**6.RV.1**: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	• Vocabulary Quiz	• Context clues	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Vocabulary Building Context clues	**6.RV.2.1** Use context to determine or clarify the meaning of words and phrases	• Use context to determine the meaning of words and phrases	**CFA.Q1.E-FC Week 9**	• Context clues	CRITICAL
Word Relationships	**6.RV.2.2:** Use the relationship between particular words to better understand each of the words	• Use cause/effect, part/whole, item/category to better understand each of the words	• Vocabulary test	• Relationship	IMPORTANT
Use Greek/Latin Roots	**6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Use Greek and Latin affixes and roots to clarify the meaning of a word	• Quiz • Self-evaluation	• Affixes • roots	ADDITIONAL
Online reference sources	**6.RV.2.5**: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Use an online/print dictionary to find the pronunciation and definition of a word. • Use an online/print thesaurus to help solve a problem or find a synonym.	• Outline	• Reference materials • Print reference • Digital references	ADDITIONAL
Vocabulary in Literature and Nonfiction Texts Figurative and Connotative meanings in literature	**6.R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone.	• Class Discussion	• Connotative • Figurative	IMPORTANT
Figurative and Connotative	**6.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including	• Explain and understand what words and phrases	• Class discussion	• Figurative • Connotative	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
meanings in nonfiction text	figurative, connotative, and technical meanings	mean that are difficult to understand • Rewrite a word or use a synonym to show its impact on meaning and tone		• Technical meanings	
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas Create engaging presentations	**6.SL.4.2** Create engaging presentations that include multimedia components and visual displays in presentations to clarify information	• Create engaging presentations	• Project	• Multimedia	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority

GRADE LEVEL: SIXTH   **SUBJECT: Reading**   **DATE: 11/01/2017**

GRADING PERIOD: QUARTER 2   C. Lain

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	• Read a variety of literature.	• Curriculum based assessments	• Text complexity	
Key Ideas and Textual Support • Inferences	**6.RL.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference.	• Constructed response	• Inference • Text evidence	CRITICAL **TESTED IN ELA**
• Theme • Central Idea	**6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	• Identify theme. • Construct summary of text	**CFA.Q2.A-FC Week 10** **CSA.Q2.A-FC Week 15**	• Theme • Central Idea • Summary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
• Resolution • Conclusion	**6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	• Create a story map. • Evaluate conclusions. • Identify parts of the plot. Discuss how characters change through the plot of a story.	**CFA.Q2.A-FC Week 10** **CSA.Q2.B-FC/WR Week 19**	• Resolution • Conclusion • Plot • Narrative • Rising Action • Falling Action • Climax • Conflict Exposition	CRITICAL
READING: **LITERATURE**					
Structural Elements and Organization Literature Development	**6.RL.3.1:** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting or plot.	• Summarize a piece of literature • Critique a story by evaluating how a sentence or chapter can affect the development of theme. Explain how a sentence or chapter can contribute to the development of ideas.	**CFB.Q2.-FC Week 11** **CSA.Q2.B-FC/WR Week 19**	• Theme • Characterization • Setting • plot • Critique	CRITICAL
Structural Elements and Organization 1st and 3rd person • Narrator	**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	• Identify a variety narrators/voices including first and third person. • Discuss how the narrator impacts mood/tone.	**CFA.Q2.B-FC Week 11** **CSA.Q2.B-FC/WR Week 19**	• First person • Third person • Persuasive • Mood • Tone	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Synthesis and Connection of Ideas Genres of Literature	**6.RL.4.2:** Compare and contrast works of literature 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.	Compare different genres of literature with similar topics	• Running records • Tests • Presentations	• Genre • Historical • Fantasy • Theme	IMPORTANT
READING: NONFICTION					
Learning Outcome Variety of Nonfiction	**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	• Find evidence and facts in print and electronic sources. • Summarize information from print and electronic sources	Reading Response	• Outline Bibliography	IMPORTANT
Key Ideas and Textual Support Inferences from nonfiction text	**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Develop inferences from nonfiction text	**CFA.Q2.C-WR Week 13 CSA.Q2.C-WR/FC Week 18**	• Textual evidence • Inferences	CRITICAL
Key Ideas and Textual Support Objective Summary	**6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	• Create objective summary that has an introduction, body, and conclusion. •	**CFA.Q2.C-FC Week 13 CSA.Q2.C-WR/FC Week 18**	• Objective summary • Central idea	CRITICAL **TESTED IN ELA**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Introduction of individual, event, or idea in non-fiction	**6.RN.2.3**: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).	Explain how a person, event, or idea is introduced and elaborated on in a text.	**CFA.Q2.C-FC Week 13 CSA.Q2.C-WR/FC Week 18**	• Key individual • Elaborate	CRITICAL
Structural Elements and Organization • Text Structure	**6.RN.3.2**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	• Explain how a chapter contributes to the plot. •	**CFA.Q2.D-FC Week 16 CSA.Q2.C-WR/FC Week 18**	• Text structure	CRITICAL
Authors' Perspective	**6.RN.3.3**: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	• Evaluate different authors' purpose in a text. Critique and explain whether a source is credible based on an author's perspective.	**CFA.Q2.D-FC Week 16 CSA.Q2.C-WR/FC Week 18**	• Author's perspective	CRITICAL
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims	**6.RN.4.1**: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	• Identify claims the author supports with reasons and evidence. • Identify claims not supported.	• Class Discussion • Reading Response	• Non-supported claims	CRITICAL **TESTED IN ELA**

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
• Integrating media formats	**6.RN.4.2**: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.	• Use different media formats to collect information. • Use different media format to show understanding of a topic.	• Venn Diagram • Class Discussion	Media formats	IMPORTANT
Compare/ Contrast different authors presentations of events	**6.RN.4.3**: Compare and contrast one author's presentation of events with that of another	• Review event written by 2 or more authors	• Graphic organizer	• Compare • Contrast	
• **READING: VOCABULARY**					
Learning Outcome	**6.RV.1**: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	Vocabulary Quiz	Context clues	
Vocabulary Building Context clues	**6.RV.2.1** Use context to determine or clarify the meaning of words and phrases	Use context to determine the meaning of words and phrases	**CFA.Q2.D-FC Week 16 CSA.Q2.C-WR/FC Week 18**	• Context clues	CRITICAL
Word Relationships	**6.RV.2.2** Use the relationship between particular words to better understand each of the words	• Understand how words relate to each other	• Class discussion • Computer Practice exercises		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Word Relationships	**6.RV.2.3:** Distinguish among the connotations of words with similar denotations	• Understand the differences between connotations and denotations	• Discussion • Computer practice exercises	• Connotation • Denotation	IMPORTANT
Use Greek/Latin Roots	**6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Use Greek and Latin affixes and roots to clarify the meaning of a word	• Quiz • Self-evaluation	• Affixes • roots	IMPORTANT
Online reference sources	**6.RV.2.5**: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Use an online/print dictionary to find the pronunciation and definition of a word. • Use an online/print thesaurus to help solve a problem or find a synonym.	• Outline	• Reference materials • Print reference • Digital references	
Vocabulary in Literature and Nonfiction Texts Figurative and Connotative meanings in literature	**6.R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone.	• Class Discussion	• Connotative • Figurative	IMPORTANT
Figurative and Connotative meanings in literature	**6.R.V.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings	• Explain what words and phrases mean that are difficult to understand in nonfiction.	• Class Discussion	• Connotative • Figurative	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
WRITING GENRES					
Narrative Compositions	**6.W.3.3:** Write narrative compositions	• Organize an event sequence • Explore and review a variety of expositions • Review a variety of literature with first person narration Develop a first person narrator	Journals	First person narrator	YES+ **TESTED IN ELA**
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas Create engaging presentations	**6.SL.4.2** Create engaging presentations that include multimedia components and visual displays in presentations to clarify information	Create engaging presentations	Project	Multimedia	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY

GRADE LEVEL: SIXTH **SUBJECT: Reading** **DATE: 10/31/2018**

GRADING PERIOD: QUARTER 3 **C. Lain**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	• Read a variety of literature in different genres and more complexity	• Running Records • Comprehension quizzes	• Text complexity	ADDITIONAL
Key Ideas and Textual Support • Inferences	**6.RL.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Formulate inferences in text		• Inference • Text evidence	CRITICAL
• Theme • Central Idea	**6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	• Identify theme. • Construct objective summary of text		• Theme • Central Idea • Summary • Objective summary	IMPORTANT
READING:					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LITERATURE					
Structural Elements and Organization • Literature Development	**6.RL.3.1:** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting or plot.	• Summarize a piece of literature • Critique a story by evaluating how a sentence or chapter can affect the development of theme. • Evaluate how a sentence or chapter can contribute to the development of ideas.		• Theme • Characterization • Setting • plot • Critique	ADDITIONAL
Structural Elements and Organization 1st and 3rd person Narrator	**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	• Identify a variety of narrators/voices including first and third person. • Recognize how the narrator impacts mood/tone.		• First person • Third person • Persuasive • Mood • Tone • Impact	CRITICAL
Synthesis and Connection of Ideas Compare/Contrast reading with listening	**6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	• Compare the audio version of the text to the written version of the text • Recognize differences between the two forms of the story	• Class discussion • Constructed response	• Audio • Version	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Synthesis and Connection of Ideas Genres of Literature	**6.RL.4.2:** Compare and contrast works of literature 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.	• Compare and contrast different genres of literature with similar topics • Compare and contrast different genres of literature with similar themes	• Running records • Tests • Presentation	• Genre • Historical • Fantasy • Theme	CRITICAL
READING: NONFICTION					
Learning Outcome Variety of Nonfiction	**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	• Read and summarize a variety of grade appropriate nonfiction	• Reading Response • Quizzes	• Nonfiction	ADDITIONAL
Key Ideas and Textual Support Inferences from nonfiction text	**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Develop inferences from nonfiction text • Defend inferences made from text		• Textual evidence • Inferences • Analysis	CRITICAL
Key Ideas and Textual Support Objective Summary	**6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	• Create objective summary that has details from the text		• Objective summary • Central idea	CRITICAL
					IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Introduction of individual, event, or idea in non-fiction	**6.RN.2.3**: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).	• Explain how a person, event, or idea is introduced and elaborated on in a text.		• Key individual • Elaborate • Illustrate	
Structural Elements and Organization • Text Structure	**6.RN.3.2**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	• Evaluate how a chapter contributes to the plot.		• Text structure • Development	IMPORTANT
Authors' Perspective	**6.RN.3.3**: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	• Critique and explain whether a source is credible based on an author's perspective. • Evaluate different authors' purpose in a text.		• Author's perspective • Conveyed	CRITICAL
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims	**6.RN.4.1**: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	• Weigh claims the author supports with reasons and evidence. • Identify claims not supported.		• Claims • Non-supported claims	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Integrating media formats	**6.RN.4.2**: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.	• Utilize different media formats to compare information. • Examine different media format to show understanding of a topic.	• Venn Diagram • Class Discussion • Primary Sources	• Media formats • Primary Sources	IMPORTANT
Synthesis and Connection of Ideas Compare authors	**6.RN.4.3:** Compare and contrast one author's presentation of events with that of another	• Review event written by 2 or more authors	• Venn Diagram • Discussion	• Compare • Contrast	IMPORTANT
READING: VOCABULARY					
Learning Outcome	**6.RV.1**: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Understand and appropriately use academic and content-specific words and phrases in speaking and writing.	• Vocabulary Quiz • Small group discussion	• Context clues	ADDITIONAL
Vocabulary Building Context clues	**6.RV.2.1** Use context to determine or clarify the meaning of words and phrases	• Use context in story to correctly determine the meaning of words and phrases		• Context clues • Clarify	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Use Greek/Latin Roots	**6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Use Greek and Latin affixes and roots to clarify the meaning of a word	• Quiz • Self-evaluation	• Affixes • Roots • Clarify	ADDITIONAL
Online reference sources	**6.RV.2.5**: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Use an online/print dictionary to find the pronunciation and definition of a word. • Use an online/print thesaurus to help solve a problem or find a synonym.	• Small group discussion	• Reference materials • Print reference • Digital references	ADDITIONAL
Vocabulary in Literature and Nonfiction Texts Figurative and Connotative meanings in literature	**6.R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• Explain and understand what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone.	• Class Discussion	• Connotative • Figurative • Impact	IMPORTANT
Figurative and Connotative meanings in nonfiction text	**6.RV.3.2**: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	• Explain and understand what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone	• Class Discussion	• Figurative • Connotative • Technical meanings	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas Create engaging presentations	**6.SL.4.2** Create engaging presentations that include multimedia components and visual displays in presentations to clarify information	Create and present engaging presentations	Project	Multimedia	ADDITIONAL
MEDIA LITERACY	**6.MI.2.1:** Use evidence to evaluate the accuracy of information presented in multiple media messages	• Evaluate accuracy of information in multimedia messages	• Primary Sources Chart	• Primary Sources • Multimedia	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority

GRADE LEVEL: SIXTH   **SUBJECT: Reading**   **DATE: 10/31/2018**

GRADING PERIOD: QUARTER 4   C. Lain

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
READING: LITERATURE					
Learning Outcome • Variety of literature • Text Complexity	**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range with scaffolding as needed at the high end of the range.	• Read a variety of literature in different genres and complexity	• Running Records • Comprehension Quizzes • Book Report	• Text complexity • Genres	
Key Ideas and Textual Support • Inferences	**6.RL.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Formulate inferences from text	• Constructed response • Discussion	• Inference • Text evidence • Formulate	CRITICAL
• Theme • Central Idea	**6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	• Identify theme. • Construct objective summary of text	• Story Map • Class Discussion • Vocabulary quiz • Quiz	• Theme • Central Idea • Summary	CRITICAL
• Resolution • Conclusion	**6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the	• Create a story map. • Evaluate conclusions. • Identify parts of the plot. • Explain and identify examples of how characters	• Quiz • Journals • Story Map • Class Discussion	• Resolution • Conclusion	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
	narrative advances and moves toward a resolution.	change through the plot of a story.	• Graphic Organizers		
READING: LITERATURE					
Structural Elements and Organization • Literature Development	**6.RL.3.1:** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting or plot.	• Summarize a piece of literature • Critique a story by evaluating how a sentence or chapter can affect the development of theme. • Explain how a sentence or chapter can contribute to the development of ideas.	• Class Discussion • Constructed Response • Project/Rubric • Quiz • Short answer questions	• Theme • Characterization • Setting • plot • Critique	ADDITIONAL
Structural Elements and Organization 1st and 3rd person Narrator	**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	• Identify a variety of narrators/voices including first and third person. • Discuss how the narrator impacts mood/tone.	• Class Discussion • Short answer questions	• First person • Third person • Persuasive • Mood • Tone	CRITICAL
Synthesis and Connection of Ideas Compare/Contrast reading with listening	**6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	• Compare the audio version of the text to the written version of the text • Recognize differences between the two forms of the story	• Class discussion • Constructed response • Small group discussion	• Audio • Version	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Synthesis and Connection of Ideas Genres of Literature	**6.RL.4.2:** Compare and contrast works of literature 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.	• Compare different genres of literature with similar topics and themes	• Running records • Tests • Presentations • Short answer questions	• Genre • Historical • Fantasy • Theme	CRITICAL
READING: NONFICTION					
Learning Outcome Variety of Nonfiction	**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	• Find evidence and facts in print and electronic sources. • Summarize information from print and electronic sources	• Reading Response • Quizzes	• Outline Bibliography	
Key Ideas and Textual Support Inferences from nonfiction text	**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Develop and defend inferences from nonfiction text	• Reading Response • Class Discussion	• Textual evidence • Inferences	CRITICAL
Key Ideas and Textual Support Objective Summary	**6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	• Create objective summary that has an introduction, body, and conclusion that shows central idea of text	• Objective summary • Reading response	• Objective summary • Central idea	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Introduction of individual, event, or idea in non-fiction	**6.RN.2.3**: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).	Explain how a person, event, or idea is introduced and elaborated on in a text.	• Class discussion • Small group discussion • Graphic organizer	• Key individual • Elaborate	IMPORTANT
Structural Elements and Organization • Text Structure	**6.RN.3.2**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	• Explain how a chapter contributes to the plot and helps to develop the ideas conveyed in text.	• Class discussion • Small group discussion • Extended response	• Text structure	IMPORTANT
Authors' Perspective	**6.RN.3.3**: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	• Evaluate different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Summary • Recommendation • Reading Response • Class Discussion	Author's perspective	CRITICAL
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims	**6.RN.4.1**: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	• Identify and weigh claims the author supports with reasons and evidence. • Identify and explain claims that are not supported.	• Class Discussion • Reading Response	Non-supported claims	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
• Integrating media formats	**6.RN.4.2**: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.	• Use different media formats to collect information. • Utilize and examine different media formats to show understanding of a topic.	• Venn Diagram • Class Discussion • Short answer questions • Graphic organizers	• Media formats	IMPORTANT
READING: VOCABULARY					
Learning Outcome	**6.RV.1**: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic and content-specific words and phrases in speaking and writing.	• Vocabulary Quiz	• Context clues	
Vocabulary Building Context clues	**6.RV.2.1** Use context to determine or clarify the meaning of words and phrases	• Use context to correctly determine the meaning of words and phrases	• Vocabulary test • Class discussion	• Context clues	CRITICAL
Word relationships	**6.RV.2.2**: Use the relationship between particular words to better understand each of the words	• Use cause/effect, part/whole, item/category to better understand each of the words	• Vocabulary test	• Relationship	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	Priority
Connotations of words	**6.RV.2.3:** Distinguish among the connotations of words with similar denotations	• Understand the differences between connotations and denotations	• Discussion • Computer practice exercises	• Connotations • Denotations •	ADDITIONAL
Use Greek/Latin Roots	**6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Correctly use Greek and Latin affixes and roots to clarify the meaning of a word	• Quiz • Self-evaluation	• Affixes • roots	ADDITIONAL
Online reference sources	**6.RV.2.5**: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	• Use an online/print dictionary to find the pronunciation and definition of a word. • Use an online/print thesaurus to help solve a problem or find a synonym.	• Computer practice exercises	• Reference materials • Print reference • Digital references	ADDITIONAL
Vocabulary in Literature and Nonfiction Texts Figurative and Connotative meanings in literature	**6.R.V.3.1**: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• Explain what words and phrases mean that are difficult to understand. • Rewrite a word or use a synonym to show its impact on meaning and tone.	• Class Discussion • Classroom practice	• Connotative • Figurative	IMPORTANT