

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

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| Program Name | Wyoming Virtual Academy | Content Area | LA |
| Course ID | D-ENG-06AV2-K | Grade Level | 6 |
| Course Name | Summit Language Arts 6-Sem 1 | # of Credits | |
| SCED Code | | Curriculum Type | K12 Inc |

COURSE DESCRIPTION

Generally offered first semester. This course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop communication skills necessary in today's world. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
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| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.6.2 | 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. |
| RL.6.3 | 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. |
| RL.6.4 | 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. |

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| RL.6.5 | 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. |
| RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| RL.6.7 | 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. |
| RL.6.8 | (Not applicable to literature) |
| RL.6.9 | 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. |
| RL.6.10 | 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. |
| RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.6.2 | 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. |
| RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). |
| RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| RI.6.5 | 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. |
| RI.6.6 | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
| RI.6.7 | 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. |
| RI.6.8 | 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. |
| RI.6.9 | 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). |

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| RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| W.6.1.a | a. Introduce claim(s) and organize the reasons and evidence clearly. |
| W.6.1.b | b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| W.6.1.c | c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| W.6.1.d | d. Establish and maintain a formal style. |
| W.6.1.e | e. Provide a concluding statement or section that follows from the argument presented. |
| W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.6.2.a | 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. |
| W.6.2.b | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| W.6.2.c | c. Use appropriate transitions to clarify the relationships among ideas and concepts. |
| W.6.2.d | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.6.2.e | e. Establish and maintain a formal style. |
| W.6.2.f | f. Provide a concluding statement or section that follows from the information or explanation presented. |
| W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| W.6.3.a | a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| W.6.3.b | b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

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| W.6.3.c | c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| W.6.3.d | d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| W.6.3.e | e. Provide a conclusion that follows from the narrated experiences or events. |
| W.6.4 | 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 standards 1–3 above.) |
| W.6.5 | 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 on page 52.) |
| 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 sitting. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8 | 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. |
| W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.6.9.a | a. Apply <i>grade 6 Reading standards</i> to literature (e.g. “Compare and contrast texts in different forms or genres [e.g. stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |
| W.6.9.b | b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| W.6.10 | 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, purposes, and audiences. |
| SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. |

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| SL.6.1.a | 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. |
| SL.6.1.b | b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| SL.6.1.c | c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| SL.6.1.d | d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| SL.6.2 | Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study |
| SL.6.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.6.5 | Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information. |
| 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 on page 52 for specific expectations.) |
| L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.6.1.a | a. Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| L.6.1.b | b. Use intensive pronouns (e.g. <i>myself, ourselves</i>). |
| L.6.1.c | c. Recognize and correct inappropriate shifts in pronoun number and person. |
| L.6.1.d | d. Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents). |
| L.6.1.e | 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. |

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| L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.6.2.a | a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| L.6.2.b | b. Spell correctly. |
| L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.6.3.a | a. Vary sentence patterns for meaning, reader/ listener interest, and style. |
| L.6.3.b | b. Maintain consistency in style and tone. |
| L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. |
| L.6.4.a | 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. |
| L.6.4.b | b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. <i>audience, auditory, audible</i>). |
| L.6.4.c | 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. |
| L.6.4.d | 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). |
| L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.6.5.a | a. Interpret figures of speech (e.g. personification) in context. |
| L.6.5.b | b. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. |
| L.6.5.c | c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>stingy, scrimping, economical, unwasteful, thrifty</i>). |
| 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. |

| Unit Outline | Standard | outcome objectives/ student centered goals |
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| U1.1 Lessons Learned Lessons Learned | L.6.6 RL.6.10 SL.6.1 SL.6.1.b | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use general academic and domain-specific words and phrases at a grade 6 level.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Apply rules for collegial discussions at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.2 Lessons Learned Literature Study 1 | RL.6.3 RL.6.1 W.6.4 W.6.10 L.6.1.e RL.6.2 | <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Identify character traits or motivations in literary texts written at the middle-school level.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.; Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> <p>Write routinely over extended time frames or short time frames for a range of audiences, tasks, and purposes at a grade 6 level.</p> <p>Determine nonstandard English in speaking or writing at a</p> |

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| | | <p>sixth-grade level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.3 Lessons Learned Rewards | <p>RL.6.10</p> <p>RL.6.3</p> <p>L.6.4.c</p> <p>L.6.4.d</p> <p>RL.6.1</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use print or digital sources to determine or clarify the precise meaning of a word or its part of speech at a grade 6 level.</p> <p>Use print or digital sources to determine the pronunciation of a word at a grade 6 level.</p> <p>Identify reference materials such as dictionary, glossary, thesaurus at the middle-school level and determine situations when each is most useful.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> |
| U1.4 Lessons Learned Literature Study 2 | <p>RL.6.10</p> <p>L.6.4.a</p> <p>RL.6.5</p> <p>RL.6.2</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use context to help determine the meaning of a word or phrase at a grade 6 level.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth-grade-level literary text.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> |

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| | | Reflect on what you have learned and prepare for the next lesson or assessment. |
| U1.5 Lessons Learned Writing Workshop 1 | RL.6.1 W.6.10 W.6.4 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Write routinely over extended time frames or short time frames for a range of audiences, tasks, and purposes at a grade 6 level.</p> <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> |
| U1.6 Lessons Learned Transformation | RL.6.10 RL.6.3 RL.6.1 RL.6.5 | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth-grade-level literary text.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.7 Lessons Learned Literature Study 3 | RL.6.3 RL.6.1 RL.6.4 L.6.5 SL.6.1.a SL.6.1.c | <p>Identify symbolism in a literary text written at a sixth-grade reading level.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Determine the figurative meaning of words and phrases as they are used in a poem, story, or drama written at a sixth-</p> |

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| | | <p>grade reading level.</p> <p>Determine the meaning of symbolism in a literary text written at a sixth-grade reading level.</p> <p>Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on.</p> <p>Revise an inappropriate fragment or run-on in writing at the middle-school level.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> |
| <p>U1.8 Lessons Learned Greed</p> | <p>RL.6.10 RL.6.1 L.6.4.a L.6.5 RL.6.2</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Define or describe symbolism in a literary text.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use context to help determine the meaning of a word or phrase at a grade 6 level.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Determine dynamic, round, flat, or static characters in a text.</p> <p>Compare or contrast literary selections or characters in literary texts written at the middle-school level.</p> |
| <p>U1.9 Lessons Learned Writing Workshop 2</p> | <p>W.6.2</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> |

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| | | <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.10 Lessons Learned Priceless | <p>RL.6.10 RL.6.2</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Compare or contrast literary texts, written at a sixth-grade reading level, on their approaches to similar themes in different forms or genres.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.11 Lessons Learned Art and Life | <p>L.6.4.a RI.6.1 RI.6.2 RI.6.10 L.6.5.c</p> | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Determine the central idea of an explanatory or informational text written at a sixth-grade reading level.</p> <p>Cite textual evidence from a sixth-grade-level informational text that supports an analysis of what the text explicitly says.</p> <p>Use context to help determine the meaning of a word or phrase at a grade 6 level.</p> <p>Distinguish among the connotations of words with similar denotations at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.12 Lessons Learned Greediness | <p>L.6.6 RL.6.10 RL.6.1 RL.6.3 RL.6.2 RL.6.9</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade</p> |

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| | | <p>complexity band.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Determine how the magic helper and rule of three develops the plot or theme of a literary text written at the middle-school level.</p> <p>Use general academic and domain-specific words and phrases at a grade 6 level.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Compare or contrast literary texts, written at a sixth-grade reading level, on their approaches to similar themes in different forms or genres.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U1.13 Lessons Learned Aesop's Life</p> | <p>SL.6.1 RI.6.1 RI.6.3 RL.6.10 SL.6.1.c</p> | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Analyze how a key individual, event, or idea is introduced using details, such as examples or anecdotes, in an informational text written at a sixth-grade reading level.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level informational text.</p> <p>Analyze how a key individual, event, or idea is elaborated on through the use of examples or anecdotes in an informational text written at a sixth-grade reading level.</p> <p>Identify complete sentences written at the middle-school level.</p> <p>Identify compound and simple subjects in sentences written at the middle-school level.</p> <p>Cite textual evidence from a sixth-grade-level informational text that supports an analysis of what the text explicitly says.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under</p> |

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| | | <p>discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.14 Lessons Learned Vanity | <p>RL.6.9</p> <p>RL.6.10</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Compare or contrast the approaches to similar topics in sixth-grade-level literary texts from different forms or genres.</p> <p>Make logical connections between ideas within text and across multiple texts of similar or different genres in informational texts written at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U1.15 Lessons Learned Writing Workshop 3 | <p>W.6.3</p> <p>W.6.3.a</p> <p>W.6.3.b</p> <p>W.6.3.c</p> <p>W.6.3.d</p> <p>W.6.3.e</p> <p>W.6.5</p> <p>L.6.1</p> <p>L.6.2</p> | <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Revise writing to strengthen ideas in a grade 6 text; Edit writing for conventions, grammar, and usage at a grade 6 level.</p> <p>Write a narrative to develop real or imagined experiences or events at a grade 6 level.</p> |
| U1.16 Lessons Learned Literature Study 4 | <p>RL.6.2</p> <p>L.6.1.e</p> <p>L.6.4</p> <p>L.6.4.a</p> <p>L.6.5.c</p> | <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Describe universal themes and/or connect them to multiple cultures, time periods, and/or genres in literary texts written at the middle-school level.</p> <p>Use frequently confused words correctly at the middle-school level.</p> <p>Determine nonstandard English in speaking or writing at a sixth-grade level.</p> <p>Correct nonstandard English in speaking or writing at a sixth-grade level.</p> <p>Use context to help determine the meaning of a word or phrase at a grade 6 level.</p> <p>Distinguish among the connotations of words with similar denotations at a grade 6 level.</p> |

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| | | Reflect on what you have learned and prepare for the next lesson or assessment. |
| U1.18 Lessons Learned Module Exam | L.6.5 | Review what you have learned and prepare for the Unit Test. Identify theme. Interpret symbolism. |
| U2.1 Animals and Their People Animals and Their People | RL.6.10 RL.6.1 RL.6.2 SL.6.1 L.6.1.d L.6.5 | Define or describe symbolism in a literary text. Use known vocabulary strategies when considering a word or phrase that is important to comprehension or expression at a grade 6 level. Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band. Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band. Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details. Determine the meaning of symbolism in a literary text written at a sixth-grade reading level. Determine a pronoun with a vague or ambiguous antecedent in writing or speaking at a sixth-grade level. Correct a pronoun with a vague or ambiguous antecedent in writing or speaking at a sixth-grade level. Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says. Reflect on what you have learned and prepare for the next lesson or assessment. Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level. Participate in a threaded discussion. |
| U2.2 Animals and Their People Survival | RL.6.10 RL.6.6 RL.6.5 | Analyze how a particular sentence, chapter, or scene contributes to the development of the plot of a sixth-grade-level literary text. Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level. Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting of a sixth-grade-level literary text. Use active reading strategies to better comprehend |

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| | | <p>literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe the effect of setting or culture on a literary work written at the middle-school level.</p> <p>Explain how an author develops the point of view of the narrator or speaker in a literary text written at a sixth-grade reading level.</p> <p>Describe how point of view affects literature written at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U2.3 Animals and Their People Snakes!</p> | <p>RL.6.10 RL.6.4 RL.6.7</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine the figurative meaning of words and phrases as they are used in a poem, story, or drama written at a sixth-grade reading level.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Contrast what is perceived when reading a literary text to what is perceived when listening to or watching an audio, video, or live version of the text.</p> <p>Determine the meaning of imagery in a literary text written at a sixth-grade reading level.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use correct pronoun-antecedent agreement in a sentence at the middle-school level.</p> <p>Identify the use of imagery in a literary text written at a sixth-grade reading level.</p> |
| <p>U2.4 Animals and Their People Literature Study 5</p> | <p>RL.6.10 RL.6.1 RL.6.2 RL.6.5</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Explain how an author develops the viewpoint of the narrator or speaker in a sixth-grade-level literary text.</p> <p>Identify the use of imagery in a literary text written at a sixth-grade reading level.</p> <p>Determine the meaning of phrases and words as they are used in a poem, story, or drama written at a sixth-grade</p> |

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| | | <p>reading level.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth-grade-level literary text.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme of a sixth-grade-level literary text.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U2.5 Animals and Their People Abandonment</p> | <p>RL.6.10 RL.6.5 RL.6.3 L.6.1.a</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Analyze how a particular sentence, chapter, or scene contributes to the development of the plot of a sixth-grade-level literary text.</p> <p>Describe how the plot of a story or drama, written at a sixth-grade reading level, unfolds in a series of episodes.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Define or describe types of conflict in a literary text, including individual vs. individual, individual vs. self, individual vs. nature, and individual vs. society.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Define or describe subjective, objective, or possessive pronoun case.</p> <p>Use the subjective, objective, or possessive pronoun case correctly in speaking or writing.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |

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| <p>U2.6 Animals and Their People Compare and Contrast</p> | <p>W.6.4 W.6.2 SL.6.1 W.6.2.a W.6.2.f RI.6.6</p> | <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Determine an author's point of view or viewpoint in a sixth-grade-level informational text.</p> <p>Determine an author's purpose in a sixth-grade-level informational text.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Write a clear introduction to present a topic in a grade 6 informational or explanatory text.</p> <p>Write a concluding statement that follows from the information or explanation presented in a grade 6 informational or explanatory text.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Establish specific goals and deadlines for a discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> |
| <p>U2.7 Animals and Their People Evolution</p> | <p>RL.6.9 RL.6.10 L.6.1.a</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Identify the use of imagery in a literary text written at a sixth-grade reading level.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Define or describe subjective, objective, or possessive pronoun case.</p> <p>Use the subjective, objective, or possessive pronoun case correctly in speaking or writing.</p> <p>Analyze how a particular sentence, chapter, or scene contributes to the development of the plot of a sixth-grade-level literary text.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Compare or contrast the approaches to similar topics in</p> |

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| | | <p>sixth-grade-level literary texts from different forms or genres.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U2.8 Animals and Their People Literature Study 6 | L.6.1.a | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Determine the meaning of imagery in a literary text written at a sixth-grade reading level.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Define or describe subjective, objective, or possessive pronoun case.</p> <p>Use the subjective, objective, or possessive pronoun case correctly in speaking or writing.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U2.9 Animals and Their People Wordplay 1 | L.6.5.b | <p>Analyze relationships between and among words written at the middle-school level.</p> |
| U2.10 Animals and Their People Writing Workshop 4 | L.6.6 W.6.2 W.6.2.a W.6.2.b W.6.2.d | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect.</p> <p>Use relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic of a grade 6 informational or explanatory text.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Write a clear introduction to present a topic in a grade 6 informational or explanatory text.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain a topic in a grade 6 informational or explanatory text.</p> <p>Use general academic and domain-specific words and phrases at a grade 6 level.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |

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| <p>U2.11 Animals and Their People Compare and Contrast Essay</p> | <p>RL.6.10 W.6.2 W.6.2.c L.6.1.a</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use appropriate transitions to clarify relationships among ideas and concepts in a grade 6 informational or explanatory text.</p> <p>Define or describe subjective, objective, or possessive pronoun case.</p> <p>Use the subjective, objective, or possessive pronoun case correctly in speaking or writing.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Correct nonstandard English in speaking or writing at the middle-school level.</p> <p>Use formatting, such as headings; graphics, such as charts or tables; or multimedia to help convey ideas in a grade 6 informational or explanatory text.</p> <p>Correct nonstandard English in speaking or writing at a sixth-grade level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U2.12 Animals and Their People Refuge</p> | <p>RL.6.10 RL.6.3</p> | <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Analyze how a particular sentence, chapter, or scene contributes to the development of the plot of a sixth-grade-level literary text.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Determine dynamic, round, flat, or static characters in a text.</p> <p>Describe the role of dynamic, round, flat, or static</p> |

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| | | <p>characters in a text.</p> <p>Define or describe complex character.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U2.13 Animals and Their People Literature Study 7 | L.6.1.a | <p>Define or describe tone in a literary text.</p> <p>Identify the tone of a literary text or a portion of a literary text written at a sixth-grade reading level.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Correct a pronoun with a vague or ambiguous antecedent in writing or speaking at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U2.14 Animals and Their People Literature Study 8 | <p>RL.6.10</p> <p>SL.6.1</p> <p>L.6.1.b</p> <p>L.6.1.c</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Summarize a sixth-grade-level literary text, omitting personal opinions or judgments.</p> <p>Identify the elements of a summary in literary texts written at the middle-school level.</p> <p>Define or describe intensive pronouns.</p> <p>Use intensive pronouns in speaking or writing.</p> <p>Distinguish between an intensive pronoun and a reflexive pronoun.</p> <p>Use technology, including the Internet, to interact and collaborate with others on writing projects at a grade 6 level.</p> <p>Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> |

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| | | <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U2.15 Animals and Their People Contrast</p> | <p>RL.6.10 RL.6.6</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Identify the speaker in literary texts written at the middle-school level.</p> <p>Compare or contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Analyze how language conveys mood in literary passages written at the middle-school level.</p> <p>Explain how an author develops the point of view of the narrator or speaker in a literary text written at a sixth-grade reading level.</p> <p>Identify first person point of view in literary texts written at the middle-school level.</p> <p>Identify third person point of view in literary texts written at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U2.16 Animals and Their People Heroism</p> | <p>RL.6.10 RL.6.2 RL.6.6 RL.6.5</p> | <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe how the plot of a story or drama, written at a sixth-grade reading level, unfolds in a series of episodes.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting of a</p> |

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| | | <p>sixth-grade-level literary text.</p> <p>Describe the effect of setting or culture on a literary work written at the middle-school level.</p> <p>Describe how point of view affects literature written at the middle-school level.</p> <p>Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level.</p> <p>Explain how an author develops the point of view of the narrator or speaker in a literary text written at a sixth-grade reading level.</p> <p>Explain how an author develops the viewpoint of the narrator or speaker in a sixth-grade-level literary text.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U2.17 Animals and Their People Module Review | RL.6.5 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting of a sixth-grade-level literary text.</p> <p>Review what you have learned and prepare for the Unit Test.</p> |
| U2.18 Animals and Their People Module Exam | L.6.5 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Identify and interpret the use of figurative language.</p> <p>Differentiate tone from mood.</p> <p>Define first-person point of view, third-person limited point of view and third-person omniscient point of view</p> |
| U3.1 Animal Intelligence Animal Intelligence | SL.6.1 L.6.1 L.6.2 L.6.2.a L.6.2.b W.6.5 W.6.7 W.6.8 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use known vocabulary strategies when considering a word or phrase that is important to comprehension or expression at a grade 6 level.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Locate examples of domain specific words in informational text such as technical texts, historical, or news media written at the middle-school level.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> |

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| | | <p>Revise writing to strengthen ideas in a grade 6 text. Edit writing for conventions, grammar, and usage at a grade 6 level. Collect relevant information from multiple print or digital sources when researching a grade 6 topic. Ask specific questions that elicit elaboration and detail related to the topic, text, or issue under discussion at a grade 6 level. Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level. Participate in a threaded discussion. Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.2 Animal Intelligence Informational Text</p> | <p>W.6.4 W.6.2 W.6.2.a W.6.8 RI.6.6</p> | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level. Determine an author's purpose in a sixth-grade-level informational text. Write a clear introduction to present a topic in a grade 6 informational or explanatory text. Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect. Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level. Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Assess the credibility of each source when collecting information for a grade 6 research project. Reflect on what you have learned and prepare for the next lesson or assessment.</p> |

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| <p>U3.3 Animal Intelligence Dog IQ</p> | <p>RI.6.6 W.6.7 W.6.8</p> | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Determine an author's purpose in a sixth-grade-level informational text.</p> <p>Explain how an author's purpose is conveyed in a sixth-grade-level informational text.</p> <p>Collect relevant information from multiple print or digital sources when researching a grade 6 topic.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.4 Animal Intelligence Unruly Gulls</p> | <p>RI.6.1 RI.6.5 W.6.2.a W.6.2.c W.6.8</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Analyze how a particular sentence or paragraph contributes to the development of ideas in a sixth-grade-level informational text.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level informational text.</p> <p>Analyze how a particular sentence or paragraph fits into the overall structure of a sixth-grade-level informational text.</p> <p>Analyze how a particular chapter or section fits into the overall structure of a sixth-grade-level informational text.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect.</p> <p>Use appropriate transitions to clarify relationships among ideas and concepts in a grade 6 informational or explanatory text.</p> <p>Assess the credibility of each source when collecting information for a grade 6 research project.</p> <p>Differentiate between primary and secondary sources in informational texts written at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |

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| <p>U3.5 Animal Intelligence Think Tank</p> | <p>W.6.2</p> | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Conduct a short research project at a grade 6 level to answer a question, drawing on several sources.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> |
| <p>U3.6 Animal Intelligence Bear Crazy</p> | <p>RI.6.6 RI.6.10 W.6.7 W.6.8</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Determine an author's point of view or viewpoint in a sixth-grade-level informational text.</p> <p>Explain how an author's point of view or viewpoint is conveyed in a sixth-grade-level informational text.</p> <p>Summarize a sixth-grade-level informational text without personal opinions or judgments.</p> <p>Collect relevant information from multiple print or digital sources when researching a grade 6 topic.</p> <p>Paraphrase or quote the data or conclusions of others while avoiding plagiarism at a grade 6 level.</p> <p>Distinguish between paraphrasing, summarizing, and quoting in research written at the middle-school level.</p> <p>Use standard formatting when listing citations in a research paper at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.7 Animal Intelligence Notetaking Skills</p> | <p>SL.6.1 SL.6.1.b SL.6.1.d</p> | <p>Paraphrase or quote the data or conclusions of others while avoiding plagiarism at a grade 6 level.</p> <p>Use technology, including the Internet, to interact and collaborate with others on writing projects at a grade 6</p> |

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| | <p>W.6.7</p> <p>W.6.8</p> | <p>level.</p> <p>Apply rules for collegial discussions at a grade 6 level.</p> <p>Ask specific questions that elicit elaboration and detail related to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Identify examples of active and passive voice in passages written at the middle-school level.</p> <p>Differentiate between active and passive voice for passages written at the middle-school level.</p> <p>Use strategies, such as refocusing the inquiry when appropriate, when conducting research for writing at a grade 6 level.</p> <p>Collect relevant information from multiple print or digital sources when researching a grade 6 topic.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.8 Animal Intelligence Research Review</p> | <p>W.6.7</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use strategies, such as refocusing the inquiry when appropriate, when conducting research for writing at a grade 6 level.</p> |
| <p>U3.9 Animal Intelligence Putting It Together</p> | <p>W.6.2.a</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Write a clear introduction to present a topic in a grade 6 informational or explanatory text.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.10 Animal Intelligence Writing Workshop 5</p> | <p>W.6.2.a</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or</p> |

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| | | <p>cause and effect.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U3.11 Animal Intelligence Citing Your Sources | <p>W.6.2</p> <p>W.6.2.a</p> <p>W.6.2.b</p> <p>W.6.2.e</p> <p>W.6.2.f</p> <p>SL.6.1</p> <p>SL.6.1.d</p> <p>L.6.3.b</p> | <p>Use standard formatting when listing citations in a research paper at a grade 6 level.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Write a clear introduction to present a topic in a grade 6 informational or explanatory text.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect.</p> <p>Use relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic of a grade 6 informational or explanatory text.</p> <p>Use a formal style consistently when writing an informational or explanatory text at a grade 6 level.</p> <p>Write a concluding statement that follows from the information or explanation presented in a grade 6 informational or explanatory text.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Use sentences at a sixth-grade level with a variety of patterns for meaning, style, or reader or listener interest.</p> <p>Ask specific questions that elicit elaboration and detail related to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U3.12 Animal Intelligence Synthesize It! | <p>W.6.4</p> <p>W.6.2.b</p> | <p>Use relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic of a grade 6 informational or explanatory text.</p> <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> |

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| | | <p>Revise writing to strengthen ideas in a grade 6 text.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U3.13 Animal Intelligence Be Heard | <p>L.6.3</p> <p>L.6.3.a</p> <p>L.6.3.b</p> | <p>Use sentences at a sixth-grade level with a variety of patterns for meaning, style, or reader or listener interest.</p> <p>Use the correct verb form to complete a sentence written at the middle-school level.</p> |
| U3.13 Animal Intelligence Be Heard | <p>W.6.2</p> <p>W.6.2.e</p> | <p>Use a formal style consistently when writing an informational or explanatory text at a grade 6 level.</p> <p>Revise writing to strengthen ideas in a grade 6 text.</p> <p>Maintain a consistent tone, style, and voice when writing at the middle-school level.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Use standard formatting when listing citations in a research paper at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U3.14 Animal Intelligence Writing Workshop 6 | <p>W.6.2</p> <p>W.6.2.a</p> <p>W.6.2.b</p> <p>W.6.2.c</p> <p>W.6.2.d</p> <p>W.6.2.e</p> <p>W.6.2.f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>L.6.1.d</p> <p>L.6.1</p> <p>L.6.2</p> <p>L.6.2.a</p> <p>L.6.2.b</p> | <p>Revise writing to strengthen ideas in a grade 6 text.</p> <p>Edit writing for conventions, grammar, and usage at a grade 6 level.</p> <p>Determine an inappropriate shift in verb tense at the middle-school level.</p> <p>Revise an inappropriate shift in verb tense at the middle-school level.</p> <p>Use known vocabulary strategies when considering a word or phrase that is important to comprehension or expression at a grade 6 level.</p> <p>Describe a scientific investigation as observational or experimental.</p> <p>Use relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic of a grade 6 informational or explanatory text.</p> <p>Use appropriate transitions to clarify relationships among ideas and concepts in a grade 6 informational or explanatory text.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain a topic in a grade 6 informational or explanatory text.</p> <p>Use a formal style consistently when writing an informational or explanatory text at a grade 6 level.</p> |

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| | | <p>Write a concluding statement that follows from the information or explanation presented in a grade 6 informational or explanatory text.</p> <p>Use standard formatting when listing citations in a research paper at a grade 6 level.</p> <p>Correct a pronoun with a vague or ambiguous antecedent in writing or speaking at a sixth-grade level.</p> <p>Determine nonstandard English in speaking or writing at a sixth-grade level.</p> <p>Write an informational or explanatory text to explore a topic and convey concepts, key ideas, or information at a grade 6 level.</p> <p>Write a clear introduction to present a topic in a grade 6 informational or explanatory text.</p> <p>Organize ideas, concepts, or information in a grade 6 informational or explanatory text using strategies such as definition, classification, comparison and contrast, or cause and effect.</p> <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> <p>Use technology, including the Internet, to produce and publish writing at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U3.15 Animal Intelligence Presentation</p> | <p>SL.6.4 SL.6.5</p> | <p>Explain claims and findings in a presentation, sequencing ideas logically and using pertinent descriptions, facts, or details to accentuate main ideas or themes at a grade 6 level.</p> <p>Integrate media components in a grade-6-level presentation, such as graphics, images, music or sound, and visual displays, to clarify information.</p> |
| <p>U3.16 Animal Intelligence Creativity</p> | <p>SL.6.4 SL.6.5 SL.6.6 W.6.6</p> | <p>Use technology, including the Internet, to produce and publish writing at a grade 6 level.</p> <p>Integrate media components in a grade-6-level presentation, such as graphics, images, music or sound, and visual displays, to clarify information.</p> <p>Explain claims and findings in a presentation, sequencing ideas logically and using pertinent descriptions, facts, or details to accentuate main ideas or themes at a grade 6 level.</p> <p>Use appropriate eye contact, sufficient volume, and clear pronunciation when giving a presentation or a speech at a</p> |

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| | | <p>grade 6 level.</p> <p>Use language appropriate to the context and task when speaking in grade 6.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U3.18 Animal Intelligence Module Exam | SL.6.5 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Create digital presentations that effectively support the purpose or topic.</p> <p>Use the research plan to gather information.</p> |
| U4.1 Quests Quests | <p>SL.6.1</p> <p>SL.6.1.c</p> <p>L.6.4.b</p> <p>RI.6.2</p> <p>RI.6.4</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Determine the central idea of an explanatory or informational text written at a sixth-grade reading level.</p> <p>Determine how the central idea of an informational text, written at a sixth-grade reading level, is conveyed through particular details.</p> <p>Define or describe types of conflict in a literary text, including individual vs. individual, individual vs. self, individual vs. nature, and individual vs. society.</p> <p>Identify character traits or motivations in literary texts written at the middle-school level.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under discussion at a grade 6 level.</p> <p>Explain key ideas expressed during a discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> |
| U4.2 Quests Boldness | <p>RL.6.10</p> <p>RL.6.1</p> <p>L.6.4.b</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> |

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| | | <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.3 Quests Literature Study 10 | RL.6.10 RL.6.1 L.6.4.b | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Summarize a sixth-grade-level literary text, omitting personal opinions or judgments.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Define or describe types of conflict in a literary text, including individual vs. individual, individual vs. self, individual vs. nature, and individual vs. society.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.4 Quests Determination | RL.6.10 RL.6.3 L.6.4.b | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including</p> |

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| | | <p>stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Describe how the plot of a story or drama, written at a sixth-grade reading level, unfolds in a series of episodes.</p> <p>Compare or contrast literary texts, written at a sixth-grade reading level, on their approaches to similar themes in different forms or genres.</p> <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U4.5 Quests Literature Study 11</p> | <p>RL.6.10 L.6.4.b</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Identify character traits or motivations in literary texts written at the middle-school level.</p> <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> |
| <p>U4.6 Quests Problems and Solutions</p> | <p>W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Write an argument with clear reasons and relevant evidence to support claims at a grade 6 level.</p> <p>Write an introduction that presents a clear argument and clear claims at a grade 6 level.</p> <p>Organize reasons and evidence to logically support an</p> |

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| | | <p>argument and claims at a grade 6 level.</p> <p>Use clear reasons and relevant evidence to support arguments and claims at a grade 6 level.</p> <p>Use a formal style consistently when writing a grade 6 argument.</p> <p>Write a conclusion that follows from the argument and claims presented in a grade-6-level text.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U4.7 Quests Writing Workshop 7</p> | <p>L.6.1 L.6.2 W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.5 W.6.6</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Revise writing to strengthen ideas in a grade 6 text.</p> <p>Edit writing for conventions, grammar, and usage at a grade 6 level.</p> <p>Use technology, including the Internet, to produce and publish writing at a grade 6 level.</p> <p>Write an argument with clear reasons and relevant evidence to support claims at a grade 6 level.</p> <p>Write an introduction that presents a clear argument and clear claims at a grade 6 level.</p> <p>Organize reasons and evidence to logically support an argument and claims at a grade 6 level.</p> <p>Use clear reasons and relevant evidence to support arguments and claims at a grade 6 level.</p> <p>Use words, phrases, or clauses to clarify the relationships among claims and reasons in an argument at a grade 6 level.</p> <p>Use a formal style consistently when writing a grade 6 argument.</p> <p>Write a conclusion that follows from the argument and claims presented in a grade-6-level text.</p> |
| <p>U4.8 Quests Stereotypes</p> | <p>RL.6.10 RL.6.3 RL.6.1 SL.6.1 L.6.4.b</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Cite textual evidence from a sixth-grade-level literary work</p> |

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| | | <p>that supports an analysis of what the text explicitly says.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Identify stereotypes in literary texts written at the middle-school level.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Participate in a threaded discussion.</p> |
| U4.9 Quests Conflict | <p>RL.6.10</p> <p>RL.6.2</p> <p>L.6.4.b</p> <p>RI.6.9</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Make logical connections between ideas within text and across multiple texts of similar or different genres.</p> <p>Analyze how conflict and resolution develop the plot.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.10 Quests Into the Unknown | <p>RL.6.1</p> <p>RL.6.9</p> <p>RL.6.10</p> <p>L.6.4.b</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Identify character traits or motivations in literary texts</p> |

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| | | <p>written at the middle-school level.</p> <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Compare or contrast the approaches to similar topics in sixth-grade-level literary texts from different forms or genres.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U4.11 Quests Literature Study 12</p> | <p>RL.6.10 RL.6.2 RL.6.5</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Compare or contrast literary selections or characters in literary texts written at the middle-school level.</p> <p>Use common Greek or Latin affixes or roots to determine the meaning of an unfamiliar word at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U4.12 Quests Literature Study 13</p> | <p>RL.6.3 RL.6.1</p> | <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Cite textual evidence that supports inferences drawn from a sixth-grade-level literary text.</p> <p>Describe the effect of setting or culture on a literary work written at the middle-school level.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Use known vocabulary strategies when considering a word or phrase that is important to comprehension or expression at a grade 6 level.</p> |

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| | | <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.13 Quests Selflessness | <p>RL.6.2 RL.6.10</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.14 Quests Love | <p>RL.6.9 SL.6.1 SL.6.1.c</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Compare or contrast literary texts, written at a sixth-grade reading level, on their approaches to similar themes in different forms or genres.</p> <p>Compare or contrast the approaches to similar topics in sixth-grade-level literary texts from different forms or genres.</p> <p>Describe how sound contributes to the poems written at the middle-school level.</p> <p>Compare or contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.15 Quests Listening | <p>RL.6.10</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use strategies appropriate for middle-school to enhance listening comprehension.</p> |

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| | | <p>Compare or contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> |
| U4.16 Quests Friendship | <p>RL.6.10</p> <p>RL.6.3</p> <p>RL.6.2</p> <p>RL.6.9</p> | <p>Describe the role of dynamic, round, flat, or static characters in a text.</p> <p>Define or describe complex character.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Compare or contrast literary texts, written at a sixth-grade reading level, on their approaches to similar themes in different forms or genres.</p> <p>Compare or contrast the approaches to similar topics in sixth-grade-level literary texts from different forms or genres.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U4.18 Quests Module Exam | RL.6.4 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Using evidence from the text, analyze how an author uses tone and mood to create meaning in a piece of literature.</p> |
| U5.1 Timeless Classics Timeless Classics | <p>RL.6.10</p> <p>L.6.5</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use cognates, synonyms and antonyms to determine the meaning of an unknown word in passages written at the middle-school level.</p> <p>Describe the effect of setting or culture on a literary work written at the middle-school level.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including</p> |

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| | | <p>stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Determine the meaning of symbolism in a literary text written at a sixth-grade reading level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.2 Timeless Classics The Law of the Jungle</p> | <p>RL.6.10 SL.6.1 SL.6.1.c</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Analyze the effect of specific word choices on meaning or tone in a literary text written at a sixth-grade reading level.</p> <p>Identify character traits or motivations in literary texts written at the middle-school level.</p> <p>Describe characters by speech, actions, or interactions with others in literary texts written at the middle-school level.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.3 Timeless Classics Literature Study 14</p> | <p>RL.6.10 RL.6.3 L.6.5</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> |

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| | | <p>Identify symbolism in a literary text written at a sixth-grade reading level.</p> <p>Determine the meaning of symbolism in a literary text written at a sixth-grade reading level.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Analyze how a particular sentence, chapter, or scene contributes to the development of the plot of a sixth-grade-level literary text.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme of a sixth-grade-level literary text.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.4 Timeless Classics Allegiance</p> | <p>RL.6.10 RL.6.2 RL.6.5</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Identify the parts of a plot in a literary text, including exposition, rising action, complicating incident, conflict, climax, falling action, or resolution.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on.</p> |
| <p>U5.5 Timeless Classics Literature Study 15</p> | <p>RL.6.10 RL.6.3 RL.6.2 RL.6.1</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to</p> |

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| | | <p>demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Cite textual evidence from a sixth-grade-level literary work that supports an analysis of what the text explicitly says.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> <p>Determine dynamic, round, flat, or static characters in a text.</p> <p>Describe the role of dynamic, round, flat, or static characters in a text.</p> <p>Define or describe complex character.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Use correct subject-verb agreement in a sentence at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.6 Timeless Classics Wordplay 2</p> | <p>L.6.4.a RI.6.4</p> | <p>Use context to help determine the meaning of a word or phrase at a grade 6 level.</p> <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Identify analogies written at the middle-school level.</p> <p>Use correct subject-verb agreement in a sentence at the middle-school level.</p> <p>Use cognates, synonyms and antonyms to determine the meaning of an unknown word in passages written at the middle-school level.</p> <p>Use the relationship between particular words, such as cause/effect, part/whole, item/category, to understand each of the words at a grade 6 level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.7 Timeless Classics Riddles</p> | <p>RI.6.1</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> |

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| | | <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. Cite textual evidence that supports inferences drawn from a sixth-grade-level informational text. Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.8 Timeless Classics A Folktale</p> | <p>RL.6.10 RL.6.3 RL.6.2</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Describe how the plot of a story or drama, written at a sixth-grade reading level, unfolds in a series of episodes.</p> <p>Determine a central idea or theme in a sixth-grade-level literary text.</p> <p>Determine how a theme or central idea of a sixth-grade-level literary text is conveyed through particular details.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme of a sixth-grade-level literary text.</p> |
| <p>U5.10 Timeless Classics A Different World</p> | <p>RL.6.10 RL.6.3</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies to better comprehend literary texts, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Answer questions independently and proficiently to demonstrate comprehension of literature, including stories, dramas, and poems, in the sixth to eighth-grade complexity band.</p> <p>Describe how characters in a story or drama, written at a sixth-grade reading level, respond or change as the plot moves toward a resolution.</p> <p>Determine one or more conflicts in a sixth-grade-level literary text, including individual vs. individual, individual vs. self, individual vs. nature, or individual vs. society.</p> |

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| | | <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme of a sixth-grade-level literary text.</p> <p>Explain how an author develops the viewpoint of the narrator or speaker in a sixth-grade-level literary text.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.11 Timeless Classics The Art of Persuasion</p> | <p>SL.6.1 SL.6.1.c RL.6.10 SL.6.3</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use active reading strategies suitable for a sixth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Answer questions suitable for a sixth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.</p> <p>Identify faulty reasoning or logical fallacies in persuasive media or in informational texts written at the middle-school level.</p> <p>Define persuasive techniques such as overgeneralization, bandwagon, circular reasoning, or loaded language in informational passages written at the middle-school level.</p> <p>Identify persuasive techniques in media messages written at the middle-school level.</p> <p>Use correct subject-verb agreement in a sentence at the middle-school level.</p> <p>Use evidence from texts and other material related to an issue or topic to probe and reflect on ideas under discussion at a grade 6 level.</p> <p>Explain key ideas expressed during a discussion at a grade 6 level.</p> <p>Evaluate how persuasive techniques affect viewers' emotions in informational texts written at the middle-school level.</p> <p>Participate in a threaded discussion.</p> |
| <p>U5.12 Timeless Classics The Impact of Media</p> | <p>RI.6.7 RI.6.8 SL.6.2 SL.6.3</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Identify faulty reasoning or logical fallacies in persuasive media or in informational texts written at the middle-school level.</p> <p>Interpret information presented visually, quantitatively, or orally in diverse media and formats at a grade 6 level.</p> <p>Explain how diverse media and formats contribute to a</p> |

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| | | <p>topic, text, or issue under study at a grade 6 level.</p> <p>Identify persuasive techniques in media messages written at the middle-school level.</p> <p>Interpret the purpose or meaning of visual media written at the middle-school level.</p> <p>Evaluate how text, graphics, and sound create and convey meaning in informational texts written at the middle-school level.</p> <p>Use correct subject-verb agreement in a sentence at the middle-school level.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| <p>U5.13 Timeless Classics Writing Workshop 8</p> | <p>L.6.6 W.6.4 RI.6.7</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Plan a piece of writing to develop and organize ideas at a grade 6 level.</p> <p>Interpret the purpose or meaning of visual media written at the middle-school level.</p> <p>Produce clear and coherent writing that displays development, organization, and style appropriate to the task, purpose, and audience at a grade 6 level.</p> <p>Write an advertisement with a simple, direct message written at the middle-school level.</p> <p>Describe the author's purpose and devices used to accomplish it, including author's language, organization, and structure in informational texts written at the middle-school level.</p> <p>Use general academic and domain-specific words and phrases at a grade 6 level.</p> <p>Distinguish relevant from extraneous information in informational texts written at the middle-school level.</p> |
| <p>U5.14 Timeless Classics Polish Your Ad</p> | <p>SL.6.5 SL.6.6 RI.6.7 W.6.6 L.6.3 L.6.3.b</p> | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Use technology, including the Internet, to produce and publish writing at a grade 6 level.</p> <p>Integrate media components in a grade-6-level presentation, such as graphics, images, music or sound, and visual displays, to clarify information.</p> <p>Use language appropriate to the context and task when speaking in grade 6.</p> <p>Use sentences at a sixth-grade level with a variety of patterns for meaning, style, or reader or listener interest.</p> |

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| | | Write an advertisement with a simple, direct message written at the middle-school level. |
| U5.15 Timeless Classics Sell, Sell, Sell | SL.6.4 SL.6.5 SL.6.6 RI.6.8 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Explain claims and findings in a presentation, sequencing ideas logically and using pertinent descriptions, facts, or details to accentuate main ideas or themes at a grade 6 level.</p> <p>Use appropriate eye contact, sufficient volume, and clear pronunciation when giving a presentation or a speech at a grade 6 level.</p> <p>Integrate media components in a grade-6-level presentation, such as graphics, images, music or sound, and visual displays, to clarify information.</p> <p>Use language appropriate to the context and task when speaking in grade 6.</p> <p>Reflect on what you have learned and prepare for the next lesson or assessment.</p> |
| U5.16 Timeless Classics Pitch Your Product | SL.6.1 SL.6.4 SL.6.5 SL.6.6 | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Explain claims and findings in a presentation, sequencing ideas logically and using pertinent descriptions, facts, or details to accentuate main ideas or themes at a grade 6 level.</p> <p>Use appropriate eye contact, sufficient volume, and clear pronunciation when giving a presentation or a speech at a grade 6 level.</p> <p>Integrate media components in a grade-6-level presentation, such as graphics, images, music or sound, and visual displays, to clarify information.</p> <p>Use language appropriate to the context and task when speaking in grade 6.</p> <p>Respond to questions with detailed comments that elaborate on and contribute to the topic, text, or issue under discussion at a grade 6 level.</p> <p>Participate in a threaded discussion.</p> |
| U5.17 Timeless Classics Module Review | | <p>Prepare for the lesson by previewing what you will learn and do.</p> <p>Review what you have learned and prepare for the Unit Test.</p> |

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| U5.18 Timeless Classics Module Exam | RI.6.7 | Prepare for the lesson by previewing what you will learn and do. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Interpret the purpose and meaning of a variety of visual media. |
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