

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LA6F1	Grade Level	6
Course Name	WOL- Language Arts 6	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

Grade 6 Language Arts 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. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
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.
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.6.9	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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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).
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.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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 teacherled) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.
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.
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.

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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</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>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.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Vocabulary Units 1-10 1. Numbers (Lessons 1-9) 2. All or Nothing (Lessons 1-8) 3. More or Less (Lessons 1-9) 4. Before and After (Lessons 1-8) 5. Semester Review and Assessment 6. Creativity (Lessons 1-9) 7. Travel (Lessons 1-8) 8. Sports (Lessons 1-9) 9. Animals (Lessons 1-8) 10. Semester Review and Assessment	L.6.4 L.6.4.a-d L.6.6	Identify the meaning of grade-level words. Use grade-appropriate vocabulary words. Define and use words with Greek and/or Latin roots. Use word origins, derivations, or definitions of Greek and Latin roots to determine word meaning.
Grammar, Usage, Mechanics (GUM) Units 1-18 The Sentence (Lessons 1-3) Lesson 1: Language Skills Course Introduction Lesson 2: Sentence Topics Lesson 3: Unit Review and Assessment	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3 L.6.3.a L.6.6	Know how the Language Skills course is structured and presented. Identify the meaning of the terms <i>natural order</i> and <i>inverted order</i> . Identify and define the understood subject of an imperative sentence. Identify two ways to correct sentence fragments. Identify the subjects of sentences with inverted and natural order. Distinguish between sentences and sentence fragments. Identify sentences as having natural or inverted order. Identify the meaning of the term <i>understood subject</i> . Identify the meaning of the term <i>sentence fragment</i> . Distinguish between sentences and sentence fragments. Identify the meaning of the term <i>understood subject</i> . Identify the understood subject of an imperative sentence.
Grammar, Usage, Mechanics (GUM) Nouns and Pronouns (Lessons 1-5) Lesson 1: Parts of Speech Lesson 2: Personal Pronouns Lesson 3: Other Pronouns Lesson 4: Unit Review Lesson 5: Unit Assessment	L.6.1 L.6.1.a-e L.6.6	Distinguish between common and proper nouns in sentences. Identify pronoun antecedents in sentences. Identify nouns in sentences. Identify personal and reflexive pronouns in sentences. Identify indefinite and demonstrative pronouns in sentences. Distinguish among personal, reflexive, indefinite, and demonstrative pronouns in sentences.
Grammar, Usage, Mechanics (GUM) Verbs and Complements (Lessons 1-8) Lesson 1: Action Verbs and Helping Verbs Lesson 2: Direct Objects Lesson 3: Indirect Objects Lesson 4: Transitive and Intransitive Verbs Lesson 5: Linking Verbs Lesson 6: Predicate Nominatives Lesson 7: Unit Review Lesson 8: Unit Assessment	L.6.1 L.6.6	Identify complements as direct objects, indirect objects, or predicate nominatives. Identify helping verbs in sentences. Identify linking verbs in sentences. Distinguish between transitive and intransitive verbs in sentences. Identify action verbs in sentences. Identify verb phrases in sentences.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Grammar, Usage, Mechanics (GUM) Adjectives and Adverbs (Lessons 1-5) Lesson 1: Adjectives Lesson 2: Predicate Adjectives Lesson 3: Adverbs Lesson 4: Unit Review Lesson 5: Unit Assessment	L.6.1 L.6.6	Identify the words that adjectives modify. Identify adjectives in sentences. Identify predicate adjectives in sentences. Identify adjectives in sentences. Distinguish among words used as adjectives, adverbs, nouns, or pronouns in sentences. Identify the words that adverbs modify.
Grammar, Usage, Mechanics (GUM) Other Parts of Speech and Review (Lesson 1-6) Lesson 1: Prepositions Lesson 2: Conjunctions and Interjections Lesson 3: Parts of Speech Review Lesson 4: Unit Review Lesson 5: Unit Assessment Lesson 6: Your Choice	L.6.1 L.6.6	Identify objects of prepositions in sentences. Distinguish between adverbs and prepositions in sentences. Identify prepositions in sentences. Identify prepositional phrases in sentences. Identify interjections in sentences. Identify conjunctions in sentences. Recognize sentences appropriate for combining. Identify the part of speech of a word according to its use in a sentence.
Grammar, Usage, Mechanics (GUM) Phrases (Lessons 1-5) Lesson 1: Adjective Phrases Lesson 2: Adverb Phrases Lesson 3: Appositives and Appositive Phrases Lesson 4: Unit Review Lesson 5: Unit Assessment	L.6.1 L.6.6	Identify appositives and appositive phrases in sentences. Distinguish among adjective, adverb, and appositive phrases in sentences. Recognize correct punctuation of appositives and appositive phrases in sentences. Identify the words that appositives and appositive phrases rename in sentences. Identify adjective and adverb phrases and the words they modify in sentences. Identify appositives and appositive phrases in sentences.
Grammar, Usage, Mechanics (GUM) Sentence Structure (Lessons 1-5) Lesson 1: Simple Sentences Lesson 2: Compound Sentences Lesson 3: Run-on Sentences Lesson 4: Unit Review Lesson 5: Unit Assessment	L.6.1 L.6.2 L.6.2.a-b L.6.3 L.6.3.a-b L.6.6	Recognize compound subjects and compound verbs. Identify subjects and verbs of simple sentences. Recognize the correct punctuation of a compound sentence. Distinguish between simple and compound sentences. Identify subjects and verbs of compound sentences. Identify the meaning of the term <i>compound sentence</i> . Recognize how to correct a run-on sentence. Distinguish between sentences and run-on sentences. Recognize the correct punctuation of a compound sentence. Distinguish among simple, compound, and run-on sentences.
Grammar, Usage, Mechanics (GUM) Using Verbs (Lessons 1-6) Lesson 1: Regular and Irregular Verbs Lesson 2: More Irregular Verbs Lesson 3: Verb Tense Lesson 4: Tense Shifts and Progressive Verb Forms Lesson 5: Unit Review Lesson 6: Unit Assessment	L.6.1 L.6.6	Identify the meaning of the term <i>regular verb</i> . Identify the principal parts of regular and irregular verbs. Use the correct principal part of a verb to complete a sentence. Use the correct verb form to complete a sentence. Identify the meaning of the term <i>irregular verb</i> . Identify the principal parts of irregular verbs. Use the correct verb tense in a sentence. Identify verb tense. Identify progressive verb forms. Recognize verb tense shifts in sentences. Recognize how to correct verb tense shifts. Identify the meaning of the term <i>verb tense</i> . Identify verb tense. Use the correct form of a verb to complete a sentence. Identify the principal parts of regular and irregular verbs.
Grammar, Usage, Mechanics (GUM) Using Pronouns (Lessons 1-10) Lesson 1: Kinds of Pronouns Lesson 2: Pronouns Used as Predicate Nominatives Lesson 3: Object Pronouns	L.6.1 L.6.1.a-e L.6.6	Use intensive pronouns. Identify the correct subject pronouns to complete sentences. Distinguish between correct and incorrect use of personal pronouns as subjects in sentences. Use the correct subject pronouns to complete sentences.

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UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Lesson 4: Pronouns Used as Objects of Prepositions Lesson 5: Possessive Pronouns and Pronoun Problems Lesson 6: Pronouns and Their Antecedents Lesson 7: Indefinite Pronouns as Antecedents Lesson 8: Unit Review Lesson 9: Assessment Lesson 10: Your Choice		Identify the meaning of the term <i>subject pronoun</i> . Distinguish between correct and incorrect use of personal pronouns as predicate nominatives in sentences. Use the correct object pronouns to complete sentences. Identify personal pronouns as direct or indirect objects in sentences. Distinguish between correct and incorrect use of object pronouns in sentences. Use the correct object pronouns to complete sentences. Identify the meaning of the term <i>object pronoun</i> . Use the correct interrogative pronouns to complete sentences. Correct inappropriate shifts in pronoun person. Recognize inappropriate shifts in pronoun person. Identify the antecedents of personal pronouns in sentences. Use pronouns that agree with their antecedents in sentences. Recognize correct and vague pronouns. Use pronouns that agree with their antecedents in sentences. Distinguish between possessive pronouns and contractions. Use the correct pronoun to complete sentences. Distinguish between the interrogative pronouns <i>who</i> and <i>whom</i> . Identify the use of pronouns in sentences. Correct inappropriate shifts in pronoun person. Use intensive pronouns.
Grammar, Usage, Mechanics (GUM) Semester Review and Assessment Lesson 1: Semester Assessment Review Lesson 2: Semester Assessment Lesson 3: Your Choice	L.6.1 L.6.1.a-e L.6.3 L.6.3.a-b L.6.6	Demonstrate mastery of important knowledge and skills learned in this semester. Explore knowledge and skills taught in this course.
Grammar, Usage, Mechanics (GUM) Subject and Verb Agreement (Lessons 1-7) Lesson 1: Agreement of Subjects and Verbs Lesson 2: Common Agreement Problems Lesson 3: Prepositional Phrases After Subjects Lesson 4: Other Agreement Problems Lesson 5: Agreement Problems with Pronouns Lesson 6: Unit Review Lesson 7: Unit Assessment	L.6.1 L.6.6	Use helping verbs in verb phrases that agree in number with their subjects. Use contractions whose verb parts agree in number with their subjects. Use verbs that agree in number with their subjects. Identify the number of verbs. Use verbs that agree in number with their subjects in sentences with inverted order. Use verbs that agree in number with compound subjects. Use verbs that agree in number with indefinite pronoun subjects. Use verbs that agree in number with the subjects <i>you</i> and <i>I</i> .
Grammar, Usage, Mechanics (GUM) Using Adjectives and Adverbs (Lessons 1-4) Lesson 1: Comparison of Adjectives and Adverbs Lesson 2: Problems with Modifiers Lesson 3: Review Lesson 4: Assessment	L.6.1 L.6.6	Use the correct forms of adjectives and adverbs in sentences. Use negative words correctly in sentences. Identify adjectives and adverbs by degree of comparison. Use <i>good</i> and <i>well</i> correctly in sentences
Grammar, Usage, Mechanics (GUM) A Writer's Glossary of Usage (Lesson 1-4) Lesson 1: A Writer's Glossary of Usage: Part 1 Lesson 2: A Writer's Glossary of Usage: Part 2 Lesson 3: Unit Review Lesson 4: Unit Assessment	L.6.1 L.6.4 L.6.4.c-d L.6.6	Use standard written English. Use the correct forms of closely related words.
Grammar, Usage, Mechanics (GUM) Capital Letters (Lessons 1-7) Lesson 1: First Words and the Pronoun I	L.6.2 L.6.6	Capitalize the pronoun <i>I</i> . Capitalize the first word of a sentence. Capitalize the first word of a line of poetry.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Lesson 2: Proper Nouns Lesson 3: More Proper Nouns Lesson 4: Other Uses of Capital Letters Lesson 5: Review Lesson 6: Assessment Lesson 7: Your Choice		Capitalize the first word of each item in an outline. Capitalize the first word of the greeting and the closing of a letter. Capitalize the letters that begin major subsections of an outline. Capitalize proper nouns and their abbreviations. Capitalize a person's title when it precedes a name or is used for direct address. Capitalize important words in the titles of written works and other works of art. Capitalize proper adjectives.
Grammar, Usage, Mechanics (GUM) End Marks and Commas (Lessons 1-5) Lesson 1: End Marks and the Period Lesson 2: Commas That Separate Lesson 3: Other Uses of Commas Lesson 4: Review Lesson 5: Assessment	L.6.2 L.6.2.a L.6.6	Use periods correctly in abbreviations and outlines. Use end marks correctly in different kinds of sentences. Use commas to separate items in a series. Use commas after certain words or phrases that introduce sentences. Use commas before the coordinating conjunctions that join the parts of compound sentences. Use a comma or commas to set off nouns used for direct address in sentences. Use a comma or commas to set off appositives or appositive phrases in sentences. Use commas to separate elements in dates and addresses. Use commas after salutations of friendly letters and closings of all letters. Use parentheses and dashes to enclose parenthetical elements. Use end marks and commas correctly.
Grammar, Usage, Mechanics (GUM) Italics and Quotation Marks (Lessons 1-5) Lesson 1: Titles Lesson 2: Direct Quotations Lesson 3: Writing Dialogue Lesson 4: Review Lesson 5: Assessment	L.6.2 L.6.6	Use quotation marks correctly. Use italics or underlining correctly. Capitalize direct quotations and dialogue correctly. Use commas and end marks correctly in direct quotations and dialogue.
Grammar, Usage, Mechanics (GUM) Other Punctuation (Lessons 1-11) Lesson 1: Apostrophes Lesson 2: Possessive Forms of Pronouns Lesson 3: Contractions Lesson 4: Apostrophes with Certain Plurals Lesson 5: Semicolons Lesson 6: Colons Lesson 7: Hyphens with Divided Words Lesson 8: Other Uses of Hyphens Lesson 9: Review Lesson 10: Assessment Lesson 11: Your Choice	L.6.2 L.6.6	Use apostrophes correctly to show possession in singular and plural nouns. Identify and use the correct possessive forms of personal and indefinite pronouns. Use apostrophes correctly in contractions. Distinguish between contractions and possessive personal pronouns. Use apostrophes correctly when forming plurals of letters and numerals. Recognize how to punctuate compound sentences. Use semicolons to punctuate compound sentences. Use colons correctly with items in a series in sentences. Use colons correctly in the time of day and business letter salutations. Recognize how to punctuate sentences that contain items in a series. Use hyphens to divide words correctly. Identify the rules for dividing words with hyphens. Distinguish between fractions used as adjectives and fractions used as nouns. Identify the three ways to write compound words. Use hyphens when writing fractions used as adjectives. Use hyphens when writing the numbers <i>twenty-one</i> through <i>ninety-nine</i> .

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Grammar, Usage, Mechanics (GUM) Semester Review and Assessment Lesson 1: Semester Assessment Review Lesson 2: Semester Assessment Lesson 3: Your Choice	L.6.1 L.6.1.a L.6.2 L.6.2.a L.6.4 L.6.4.c-d L.6.6	Demonstrate mastery of important knowledge and skills learned in this semester. Explore knowledge and skills taught in this course.
Composition Introduction to the Paragraph Lesson 1: Parts of a Paragraph Lesson 2: Paragraph Decisions Lesson 3: Paragraph Conventions Lesson 4: Writing a Paragraph Lesson 5: Polishing a Paragraph	L.6.1 L.6.2 L.6.2.a-b L.6.3.a-b W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.b W.6.10	Identify and use the steps in the writing process: prewriting, writing, and revising. Write a paragraph that contains a topic sentence, supporting details, and concluding sentence. Write a paragraph that has clarity, unity, and coherence. Maintain a consistent voice and identifiable tone. Maintain a consistent voice and tone. Use complete sentences and correct capitalization, punctuation, and spelling. Use transitions to connect ideas. Vary sentence patterns for meaning, reader and listener interest, and style. Revise using feedback. Revise writing to improve expression. Use keyboarding skills to type at least three pages in a single sitting. Use standard English while writing and speaking. Use technology to interact and collaborate with others. Use technology to produce and publish writing. Use technology to revise and edit a document. Recognize deviations from standard English in writing and speaking.
Composition Personal Narrative Lesson 1: What Is a Personal Narrative? Lesson 2: Organizing Ideas for a Personal Narrative Lesson 3: Using Language That Shows Lesson 4: Writing a Personal Narrative - Session 1 Lesson 5: Writing a Personal Narrative - Session 2 Lesson 6: Polishing a Personal Narrative	L.6.1 L.6.1.e L.6.2 L.6.2.a-b L.6.3 L.6.3.a,c,e W.6.4 W.6.5 W.6.6	Apply the conventions of grammar, usage, mechanics, and spelling. Write a personal narrative in chronological order. Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end. Organize paragraphs around main ideas. Use feedback from others to plan, draft, or revise writing. Identify and use the steps in the writing process: prewriting, writing, and revising. Use first person point of view, language that shows, and dialogue. Identify and use the steps in the writing process: prewriting, writing, and revising. Use technology to produce and publish writing. Use technology to interact and collaborate with others. Use keyboarding skills to type at least three pages in a single sitting. Use standard English while writing and speaking. Revise writing to improve expression. Recognize variations from standard English in writing and speaking.
Composition Comparison and Contrast Essay Lesson 1: What Is a Comparison and Contrast Essay? Lesson 2: Planning a Comparison and Contrast Essay Lesson 3: Organizing a Comparison and Contrast Essay Lesson 4: Writing a Comparison and Contrast Essay	L.6.1 L.6.1.e L.6.2 L.6.2.a-b L.6.3.b L.6.5	Identify and use the steps in the writing process: prewriting, writing, and revising. Write a comparison and contrast essay that has an introduction, thesis statement, body, and conclusion. Use appropriate subjects and features of comparison. Maintain a consistent tone.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Lesson 5: Polishing a Comparison and Contrast Essay	L.6.5.b-c L.6.6 W.6.1.d W.6.2.a.c.e.f W.6.4 W.6.5 W.6.6 W.6.10	Use a consistent pattern of organization to develop the essay. Use keyboarding skills to type at least three pages in a single sitting. Use transitions that indicate similarities and differences. Use technology to produce and publish writing. Use standard English while writing and speaking. Use technology to interact and collaborate with others. Revise writing to improve expression. Recognize deviations from standard English in writing and speaking. Use complete sentences and correct capitalization, punctuation, and spelling. Establish and maintain a formal style in writing.
Composition Persuasive Essay Lesson 1: What Is a Persuasive Essay? Lesson 2: Logical Thinking Lesson 3: Fact and Opinion Lesson 4: Structure of a Persuasive Essay Lesson 5: Planning a Persuasive Essay Lesson 6: Organizing a Persuasive Essay Lesson 7: Writing a Persuasive Essay Lesson 8: Revising a Persuasive Essay Lesson 9: Proofreading and Publishing a Persuasive Essay Lesson 10: Plan a Presentation Lesson 11: Use Multimedia in a Presentation Lesson 12: Presentation Skills Lesson 13: Deliver a Presentation	L.6.1 L.6.1.e L.6.2 L.6.2.a-b W.6.1 W.6.1.a,b,d W.6.3 W.6.3.a,c,e W.6.4 W.6.5 W.6.6 W.6.9b W.6.10 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6	Identify and use the steps in the writing process: prewriting, writing, and revising. Write a persuasive essay with a strong thesis statement. Use vivid language and maintain a consistent tone. Use reasons and evidence to support the thesis statement. Use logical reasoning. Use an appropriate pattern of organization and transitions to connect ideas. Use technology to interact and collaborate with others. Use keyboarding skills to type at least three pages in a single sitting. Use technology to produce and publish writing. Use standard English while writing and speaking. Apply the conventions of grammar, usage, mechanics, and spelling. Establish and maintain a formal style in writing. Revise writing to improve expression. Recognize deviations from standard English in writing and speaking. Use complete sentences and correct capitalization, punctuation, and spelling. Use details to accentuate main ideas in oral presentations. Sequence ideas logically in oral presentations. Explain how information in diverse media or formats contributes to a topic, text, or issue. Interpret information presented in diverse media and formats. Identify a speaker's argument and claims. Use strategies to improve expression while speaking. Distinguish claims that are supported with evidence from those that are not. Write a personal narrative in chronological order. Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end. Use first-person point of view, language that shows, dialogue, and transitions. Use formal English in speech when appropriate. Use logical sequence of ideas and appropriate details in oral presentations. Present claims and findings orally. Use multimedia and visuals to clarify information in presentations. Adapt speech to meet needs for context or task. Use appropriate eye contact, volume, and pronunciation when speaking.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Composition Research Report Lesson 1: What Is a Research Report? Lesson 2: Covering the Basics Lesson 3: Finding Information Lesson 4: Finding More Information Lesson 5: Taking Notes, I Lesson 6: Taking Notes, II Lesson 7: Taking Notes, III Lesson 8: Organizing the Information Lesson 9: Making a Formal Outline Lesson 10: Writing a Research Report, I Lesson 11: Writing a Research Report, II Lesson 12: Writing a Research Report, III Lesson 13: Writing a Research Report, IV Lesson 14: Revising a Research Report, I Lesson 15: Revising a Research Report, II Lesson 16: Creating a Works Cited Page Lesson 17: Proofreading and Publishing a Research Report</p>	<p>L.6.1 L.6.1.e L.6.2 L.6.2.a-b W.6.1 W.6.1.d W.6.2 W.6.2.a,e,f W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9b W.6.10</p>	<p>Write a research report that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph. Write a research report that incorporates both print and online sources. Maintain a consistent tone, style, and voice. Cite sources within the report and record the full citation on a Works Cited page. Identify and use the steps in the writing process: prewriting, writing, and revising. Use an appropriate pattern of organization. Maintain a consistent tone, style, and voice. Use standard English while writing and speaking. Use technology to interact and collaborate with others. Use keyboarding skills to type at least three pages in a single sitting. Use technology to produce and publish writing. Revise writing to improve expression. Recognize deviations from standard English in writing and speaking. Use transitions to connect ideas. Use complete sentences and correct capitalization, Apply the conventions of grammar, usage, mechanics, and spelling. Establish and maintain a formal style in writing.</p>
<p>Composition How to Essay Lesson 1: What Is a How-to Essay? Lesson 2: Planning a How-to Essay Lesson 3: Writing a How-to Essay Lesson 4: Revising and Proofreading a How-to Essay Lesson 5: Publishing a How-to Essay</p>	<p>L.6.1 L.6.1.e L.6.2 L.6.2.a-b L.6.3 W.6.1.d W.6.2 W.6.2.a-f W.6.4 W.6.5 W.6.6 W.6.10</p>	<p>Identify and use the steps in the writing process: prewriting, writing, and revising. Write a how-to essay using second-person point of view. Use chronological order and transitions that indicate sequence. Use language and tone appropriate for the audience. Illustrate the how-to essay with a visual or visuals. Include all materials and steps needed for the task and describe each step clearly. Use technology to interact and collaborate with others. Use technology to produce and publish writing. Use keyboarding skills to type at least three pages in a single sitting. Use standard English while writing and speaking. Use standard English while writing and speaking. Recognize deviations from standard English in writing and speaking. Use multimedia and visuals to clarify information in presentations. Establish and maintain a formal style in writing.</p>
<p>Composition Advertisement Lesson 1: What Is an Advertisement? Lesson 2: Analyzing an Advertisement Lesson 3: Planning an Advertisement Lesson 4: Creating an Advertisement Lesson 5: Planning a Presentation Lesson 6: Review Presentation Skills Lesson 7: Make an Argument Lesson 8: Use Multimedia in an Advertisement Lesson 9: Review Speaking Techniques Lesson 10: Practicing and Delivering a Presentation</p>	<p>L.6.1 L.6.1.e L.6.2 L.6.2.a-b L.6.3.a W.6.1 W.5.1.a,b,d W.6.3 W.6.3.a,c,e W.6.4 W.6.5 W.6.6 W.6.9.b</p>	<p>Use a voice appropriate for an advertisement. Write an advertisement with a simple, direct message. Use a tone and style appropriate for the topic and audience. Include a headline and graphics. Identify and use the steps in the writing process: prewriting, writing, and revising. Use correct capitalization, punctuation, and spelling. Include a headline and graphics. Use a voice appropriate for an advertisement. Speak at an appropriate volume and rate. Make an oral presentation that uses the advertisement. Use gestures and movement to enhance the presentation. Interpret information presented in diverse media.</p>

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.6.10 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6	Explain how information in diverse media contributes to a topic, text, or issue. Identify the claims and findings that most effectively help you present your ideas. Use logical sequence of ideas and appropriate details in oral presentations. Identify a speaker's argument and claims. Distinguish claims that are supported with evidence from those that are not. Use multimedia and visuals to clarify information in presentations. Use appropriate eye contact, volume, and pronunciation when speaking. Recognize deviations from standard English in writing and speaking. Use strategies to improve expression while speaking. Use first-person point of view, language that shows, dialogue, and transitions. Apply the conventions of grammar, usage, mechanics, and spelling. Write a personal narrative in chronological order using first-person point of view. Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end.
Composition Book Review Lesson 1: What Is a Book Review? Lesson 2: Planning a Book Review Lesson 3: Summarizing Content Lesson 4: Writing a Book Review Lesson 5: Polishing the Book Review	L.6.1 L.6.1.e L.6.2 L.6.2.a-b L.6.3.a-b L.6.6 W.6.1 W.6.1.a-e W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.a W.6.10 SL.6.6	Identify and use the steps in the writing process: prewriting, writing, and revising. Include information about the author, an opinion of the book, and a recommendation. Use a voice and style appropriate for the audience. Write a book review that summarizes the content of the book. Use a tone appropriate to the contents of the book review. Use technology to produce and publish writing. Use keyboarding skills to type at least three pages in a single sitting. Use technology to interact and collaborate with others. Revise writing to improve expression. Recognize deviations from standard English in writing and speaking. Use complete sentences and correct capitalization, punctuation, and spelling. Use standard English while writing and speaking. Use an appropriate pattern of organization and transitions to connect ideas. Establish and maintain a formal style in writing.
Literature Participating in Discussions Lesson 1: Participating in Discussions Lesson 2: Have a Discussion	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6	Compare and contrast works from different time periods to understand the effect of culture on works of literature. Explain how to paraphrase to review key ideas. Recognize strategies for preparing for discussions. Recognize effective use of questions and answers in a discussion. Identify appropriate rules, goals, and deadlines for a specific discussion. Identify comments that contribute to a discussion topic by drawing upon evidence and detail. Use evidence to support ideas during discussions. Reflect and paraphrase key ideas and different perspectives from discussions. Prepare for discussions by studying required material. Define roles and set goals and deadlines for discussions.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Literature Lessons Learned Lesson 1: The Stone Lesson 2: "The Three Brass Pennies": Session 1 Lesson 3: "The Three Brass Pennies": Session 2 Lesson 4: "The Magic Prison": Session 1 Lesson 5: "The Magic Prison": Session 2 Lesson 6: "Kaddo's Wall" Lesson 7: "The Story of Baba Abdalla" Lesson 8: Reflection Lesson 9: Unit Assessment Lesson 10: Your Choice	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Identify character traits and motivations. Describe characters based on speech, actions, or interactions with others. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Compare and contrast works from different time periods to understand the effect of culture on works of literature. Identify theme. Identify character traits and motivations. Identify foreshadowing. Interpret symbolism. Compare and contrast literary selections and characters. Recognize universal themes and connect them to multiple cultures, time periods, and genres.
Literature Animals and Their People Lesson 1: "Zlateh the Goat" Lesson 2: "The Black Snake" and "A Narrow Fellow..." Lesson 3: "How a Cat Played Robinson Crusoe": Session 1 Lesson 4: "How a Cat Played Robinson Crusoe": Session 2 Lesson 5: "Ode to Mi Gato" and "The Cat and the Moon" Lesson 6: "The Naming of Cats" & "The Rum Tum Tugger" Lesson 7: Reflection Lesson 8: "Stray" Lesson 9: "Lone Dog" and "Vern" Lesson 10: "The Dog of Pompeii": Session 1 Lesson 11: "The Dog of Pompeii": Session 2 Lesson 12: Reflection Lesson 13: Unit Assessment Lesson 14: Your Choice	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Recognize the effect of setting or culture on a literary work. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify theme. Interpret symbolism. Compare and contrast text with visual or aural presentation. Identify metaphor. Identify alliteration. Identify simile. Identify onomatopoeia. Identify speaker. Recognize the effect of setting or culture on a literary work. Compare and contrast poems. Identify cause and effect relationships. Identify conflict and resolution. Compare and contrast literary selections. Recognize rhythm. Analyze how language conveys mood. Recognize third person point of view. Recognize first person point of view. Make inferences and draw conclusions about story elements and relationship to one another. Distinguish fact from fiction.
Literature Animal Adventures Lesson 1: "Are Dogs Dumb?" Lesson 2: "The Day the Gulls Went Crazy" Lesson 3: Reflection Lesson 4: "Close Encounters of the Bear Kind" Lesson 5: Reflection Lesson 6: Unit Assessment Lesson 7: Your Choice	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Formulate opinion and personal response. Recognize author's purpose and devices. Identify characteristics of nonfiction. Recognize author's attitude or tone. Make inferences and draw conclusions. Compare and contrast selections. Formulate opinion and personal response. Compare and contrast selections. Recognize author's purpose and devices. Identify characteristics of nonfiction. Demonstrate comprehension of text.

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UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Literature Myths of Ancient Greece Lesson 1: "Greek Myths: Windows..." & "The Things that Haven't....." Lesson 2: "Perseus and the Quest...": Session 1 Lesson 3: "Perseus and the Quest": Session 2 Lesson 4: "Atalanta, the Fleet-Footed Huntress" Lesson 5: "The Adventures of Theseus": Session 1 Lesson 6: "The Adventures of Theseus": Session 2 Lesson 7: "Jason and the Golden Fleece": Session 1 Lesson 8: "Jason and the Golden Fleece": Session 2 Lesson 9: "Baucis and Philemon" & "How Do I Love Thee?" Lesson 10: "Damon and Pythias" and "Friendship" Lesson 11: Review and Reflect Lesson 12: Unit Assessment Lesson 13: Your Choice	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Compare and contrast literary selections and characters. Identify character traits and motivations. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Describe characters based on speech, actions, or interactions with others. Identify conflict and resolution. Identify character traits and motivations. Make inferences and draw conclusions. Identify character traits and motivations. Identify theme. Identify foreshadowing. Explore knowledge and skills taught in this course.
Literature Critical Skills Assessment (Lessons 1-3)	RL.6.1 RL.6.2 W.6.3.a-e W.6.10	Read several passages and answer multiple choice questions about them. Write short answers to questions that include examples or support from the story. Write a multi-paragraph essay.
Literature Life Stories: Creative Lives Lesson 1: "The Child of Urbino" Lesson 2: "Beethoven's Moonlight Sonata" Lesson 3: "Mary Cassatt: Artist and Trailblazer" Lesson 4: "Young Pablo Casals" Lesson 5: "Marian Anderson Sings" Lesson 6: Research an Artist Lesson 7: Write About an Artist Lesson 8: Finalize Writing Lesson 9: Reflection Lesson 10: Unit Assessment Lesson 11: Recitation Lesson 12: Your Choice	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3.a-b L.6.4 L.6.4.a L.6.4.c-d L.6.5 L.6.5.b-c L.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.10 SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 W.6.1 W.6.1.a-e W.6.2.a-f W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.a W.6.10	Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify character traits and motivations. Form opinions and personal responses after reading. Make inferences and draw conclusions. Compare and contrasts two authors' presentations of events. Compare and contrast individuals and characters from literary selections. Identify examples of various media sources such as visual images (e.g., graphic art, illustrations, news photographs) Summarize and paraphrase information from sources. Answer a research question. Describe a topic or issue using supporting evidence from graphic and text sources. Develop a research question. Identify appropriate research materials or sources. Evaluate information about a topic and select the content that best convey ideas about the topic. Reorganize information into an outline. Explain how information in diverse media or formats contributes to a topic, text, or issue. Identify appropriate ways to present information in different media or formats to clarify or enhance information about a topic. Use a consistent pattern of organization to develop the essay. Use appropriate subjects and features of comparison. Use complete sentences and correct capitalization, punctuation, and spelling. Use transitions that indicate similarities and differences. Include different media or use various formats for information to clarify ideas or concepts in writing. Write a comparison and contrast essay that has an introduction, thesis statement, body, and conclusion. Maintain a consistent tone. Describe a topic or issue using supporting evidence from graphic and text sources.

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UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Write an informative or explanatory text.</p> <p>Listen in order to understand topic, purpose, and perspective in spoken texts (poetry).</p> <p>Use strategies to enhance listening comprehension.</p> <p>Make oral presentations.</p> <p>Evaluate strategies used by speakers in oral presentations.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Explore knowledge and skills taught in this course.</p>
<p>Literature You Need to Make a Choice The Adventures of Tom Sawyer (Sessions 1-9) The Secret Garden (Sessions 10-14)</p>	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	<p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them.</p> <p>Describe characters based on speech, action, or interactions with others.</p> <p>Explore knowledge and skills taught in this course.</p> <p>Demonstrate comprehension of text.</p>
<p>Literature Critical Skills Assessment (Lessons 1-3)</p>	RI.6.1 RI.6.2 W.6.2.a-e W.6.10	<p>Read several passages and answer multiple-choice questions about them.</p> <p>Write short answers to questions that include examples or support from the story.</p> <p>Write a multi-paragraph essay.</p>
<p>Literature Favorites from Famous Books: The Jungle Book Lesson 1: Introduction & "The Law of the Jungle" Lesson 2: "Mowgli's Brothers": Session 1 Lesson 3: "Mowgli's Brothers": Session 2 Lesson 4: The Jungle Book: Reflection Lesson 5: "Tiger -- Tiger!": Session 1 Lesson 6: "Tiger -- Tiger!": Session 2 Lesson 7: "The Tyger" & Reflection Lesson 8: Unit Assessment</p>	RL.6.1 RL.6.2 RL.6.3 RL.6.10	<p>Identify character traits and motivations.</p> <p>Identify symbolism.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Identify climax.</p> <p>Describe characters based on speech, actions, or interactions with others.</p>
<p>Literature Semester Review and Assessment Lesson 1: Recitation Lesson 2: Semester Review Lesson 3: Your Choice Lesson 4: Semester Assessment</p>	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3.a-b L.6.4 L.6.4.a L.6.4.c-d L.6.5 L.6.5.b-c L.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.10 SL.6.1 SL.6.1.a-d	<p>Use strategies to enhance listening comprehension.</p> <p>Make oral presentations.</p> <p>Evaluate strategies used by speakers in oral presentations.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Identify character traits and motivations.</p> <p>Identify alliteration.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Compare and contrast literary selections and characters.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Identify characteristics of nonfiction.</p> <p>Identify climax.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Identify author's purpose.</p> <p>Identify metaphor.</p> <p>Identify simile.</p>

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	SL.6.2 SL.6.3 SL.6.4 SL.6.6 W.6.1 W.6.1.a-e W.6.2.a-f W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.a W.6.10	Recognize devices used by an author to achieve the purpose, including language, organization, or structure. Identify dialect. Identify mood. Identify cause and effect. Identify symbolism. Explore knowledge and skills taught in this course. Use multimedia and visuals to clarify information in presentations. Compare and contrast characters and individuals from literary selections. Identify character traits and motivations. Identify alliteration. Demonstrate comprehension of text. Compare and contrast different authors' presentation of events.
Literature You Need to Make a Choice 0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler 0740 L A Wrinkle in Time by Madeleine L'Engle 0740 L Walk Two Moons by Sharon Creech 0750 L The Outsiders by S.E. Hinton 0770 L War Comes to Willy Freeman by Collier and Collier 0810 L My Side of the... by George, Jean Craighead 0840 L Johnny Tremain by Esther Forbes 0860 L The Fellowship of the Ring by J.R.R. Tolkien 0870 L Dragonwings by Laurence Yep 0910 L Old Yeller 0920 L Roll of Thunder, Hear My Cry 0940 L The Lion, the Witch, and the... by Lewis, C.S. 0950 L Bud, Not Buddy 0970 L White Fang 1030 L 20,000 Leagues Under the Sea by Jules Verne 1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle 0920 L The Dark Is Rising 0740 L The Martian Chronicles by Ray Bradbury 0760 L The Bronze Bow by Elizabeth George Speare 0770 L The Book of Three by Alexander, Lloyd 0770 L The Sign of the Beaver by Speare, Elizabeth G. 0770 L Tuck Everlasting by Babbitt, Natalie 0860 L The Cay by Theodore Taylor 0880 L Jacob Have I Loved by Katherine Patterson 0990 L Anne of Green Gables by Montgomery, Lucy Maud 1000 L Island of the Blue Dolphins 1010 L Ben and Me: by Lawson, Robert 1100 L Across Five Aprils 1170 L Catherine, Called Birdy 1170 L The War of the Worlds 1260 L The Swiss Family Robinson 1320 L The Incredible Journey 0990 L The Door in the Wall by de Angeli, Marguerite	RL.6.1 RL.6.2 RL.6.10 SL.6.1 SL.6.1.a-d	Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Identify conflict and resolution. Identify theme. Demonstrate comprehension of text Determine what characters are like by what they say or do, or how the author portrays them. Explore knowledge and skills taught in this course.
Literature A Matter of Justice Lesson 1: "The Wisdom of Solomon" Lesson 2: "A Just Judge" Lesson 3: "Ooka and the Honest Thief" Lesson 4: Reflection Lesson 5: "The Convict and the Bishop": Session 1 Lesson 6: "The Convict and the Bishop": Session 2 Lesson 7: "The Convict and the Bishop": Session 3 Lesson 8: "Mohandas Gandhi: Truth in Action" Lesson 9: "'Equal Justice Under Law': Thurgood Marshall" Lesson 10: Reflection Lesson 11: Unit Assessment Lesson 12: Your Choice	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify character traits and motivations. Make inferences and draw conclusions. Describe characters by speech, actions, or interactions with others. Form opinions and personal responses after reading. Identify irony. Identify character traits and motivations. Compare and contrast literary characters and selections. Demonstrate knowledge of authors, characters, and events of historically or culturally significant works. Compare and contrast literary characters and selections. Recognize devices used by an author to achieve the purpose, including language, organization, or structure. Explore knowledge and skills taught in this course.

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UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Literature Stories of Our Time Lesson 1: "Thank You, M'am": Session 1 Lesson 2: "Thank You, M'am": Session 2 Lesson 3: "The Circuit": Session 1 Lesson 4: "The Circuit": Session 2 Lesson 5: "The Bracelet": Session 1 Lesson 6: "The Bracelet": Session 2 Lesson 7: "The Strangers That Came to Town": Session 1 Lesson 8: "The Strangers That Came to Town": Session 2 Lesson 9: Review and Writing a Literary Essay: Session 1 Lesson 10: Writing a Literary Essay: Session 2 Lesson 11: Writing a Literary Essay: Session 3 Lesson 12: Writing a Literary Essay: Session 4 Lesson 13: Writing a Literary Essay: Session 5 Lesson 14: Your Choice Lesson 15: Your Choice Lesson 16: Your Choice	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3.a-b L.6.4 L.6.4.a L.6.4.c-d L.6.5 L.6.5.b-c L.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.10 SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 W.6.1 W.6.1.a-e W.6.2.a-f W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.a W.6.10	Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Formulate opinions and personal responses after reading. Identify character traits and motivations. Describe characters based on speech, actions, or interactions with others. Identify conflict and resolution. Identify elements of a short story. Identify climax. Recognize use of language to convey mood. Recognize use of dialect. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Recognize use of language to convey mood. Identify symbolism. Identify theme. Recognize use of dialect. Identify first-person point of view. Use transitions to connect ideas. Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion. Use and maintain a tone appropriate to the audience and purpose. Use an effective pattern of organization. Use complete sentences and correct capitalization, punctuation, and spelling. Revise, proofread, and publish an essay.
Literature Critical Skills Assessment	RL.6.1 RL.6.2 W.6.1.a-e W.6.10	Read several passages and answer multiple choice questions about them. Write short answers to questions that include examples or support from the story. Write a multi-paragraph essay.
Literature To Everything There is a Season Lesson 1: "Waiting" and "Something Told the Wild Geese" Lesson 2: "Do You Want to Write Haiku?" Lesson 3: Six Haiku Lesson 4: "The Pasture," "A Wintry Sonnet," and "The Morns Are Meeker..." Lesson 5: "The Storm" and "Swift Things Are Beautiful" Lesson 6: "I Wandered Lonely as a Cloud" and "Until I Saw the Sea" Lesson 7: "To Everything There Is a Season" and Review Lesson 8: Unit Assessment Lesson 9: Your Choice	RL.6.1 RL.6.2 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.8 RL.6.10 SL.6.1.a-d SL.6.3	Compare and contrast literary characters and selections. Identify and interpret the use of figurative language. Recognize use of language to convey mood. Identify alliteration. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify characteristics of haiku. Identify speaker. Identify theme. Identify personification. Identify rhythm. Identify rhyming couplets. Identify characteristics of haiku. Explore knowledge and skills taught in this course.

Scope and Sequence

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Literature You Need to Make a Choice 0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler 0740 L A Wrinkle in Time by Madeleine L'Engle 0740 L Walk Two Moons by Sharon Creech 0750 L The Outsiders by S.E. Hinton 0770 L War Comes to Willy Freeman by Collier and Collier 0810 L My Side of the... by George, Jean Craighead 0840 L Johnny Tremain by Esther Forbes 0860 L The Fellowship of the Ring by J.R.R. Tolkien 0870 L Dragonwings by Laurence Yep 0910 L Old Yeller 0920 L Roll of Thunder, Hear My Cry 0940 L The Lion, the Witch, and the... by Lewis, C.S. 0950 L Bud, Not Buddy 0970 L White Fang 1030 L 20,000 Leagues Under the Sea by Jules Verne 1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle 0920 L The Dark Is Rising 0740 L The Martian Chronicles by Ray Bradbury 0760 L The Bronze Bow by Elizabeth George Speare 0770 L The Book of Three by Alexander, Lloyd 0770 L The Sign of the Beaver by Speare, Elizabeth G. 0770 L Tuck Everlasting by Babbitt, Natalie 0860 L The Cay by Theodore Taylor 0880 L Jacob Have I Loved by Katherine Patterson 0990 L Anne of Green Gables by Montgomery, Lucy Maud 1000 L Island of the Blue Dolphins 1010 L Ben and Me: by Lawson, Robert 1100 L Across Five Aprils 1170 L Catherine, Called Birdy 1170 L The War of the Worlds 1260 L The Swiss Family Robinson 1320 L The Incredible Journey 0990 L The Door in the Wall by de Angeli, Marguerite</p>	<p>RL.6.1 RL.6.2 RL.6.10 SL.6.1 SL.6.1.a-d</p>	<p>Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Identify conflict and resolution. Identify theme. Demonstrate comprehension of text Determine what characters are like by what they say or do, or how the author portrays them. Explore knowledge and skills taught in this course.</p>
<p>Literature Stuff and Nonsense Lesson 1: "What's Black and White and Red All Over?" Lesson 2: "A Thousand Years of Guessing" Lesson 3: Alice's Adventures in Wonderland: Session 1 Lesson 4: Alice's Adventures in Wonderland: Session 2 Lesson 5: Alice's Adventures in Wonderland: Session 3 Lesson 6: Alice's Adventures in Wonderland: Session 4 Lesson 7: "The Walrus and the Carpenter" Lesson 8: "A Selection of Limericks" Lesson 9: A Little Nash Menagerie Lesson 10: Unit Assessment Lesson 11: Your Choice</p>	<p>SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10</p>	<p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Formulate opinion and personal response. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Make inferences and draw conclusions. Identify defining characteristics of the text. Compare and contrast literary characters and selections. Recognize author's attitude or tone. Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Identify conflict and resolution. Identify meter. Recognize poetic devices including rhyme, syllabification, and meter. Identify the characteristics of a nonsense poem. Identify the characteristics of a limerick. Identify rhythm and rhyme scheme. Explore knowledge and skills taught in this course.</p>
<p>Literature Twelfth Night Lesson 1: Twelfth Night: Act I Lesson 2: Twelfth Night: Act II Lesson 3: Twelfth Night: Act III Lesson 4: All the World's a Stage Lesson 5: Twelfth Night: Act IV Lesson 6: Twelfth Night: Act V</p>	<p>L.6.1 L.6.2 L.6.4 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5</p>	<p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify defining characteristics of drama. Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Identify theme.</p>

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Lesson 7: Reflection, or What You Will Lesson 8: Unit Assessment Lesson 9: Your Choice	RL.6.6 RL.6.7 RL.6.10 SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6	Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature. Compare and contrast text with visual or aural presentation. Recognize the effect of setting or culture on a literary work. Identify and interpret the use of subplots. Identify conflict and resolution. Recognize use of language to convey mood. Explore knowledge and skills taught in this course.
Literature Stories from the Bible Lesson 1: "Moses: The Long Journey Through the Wilderness" Lesson 2: "The Fiery Furnace" Lesson 3: "The Good Samaritan" Lesson 4: Reflection Lesson 5: Unit Assessment	SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.10	Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature. Describe characters based on speech, action, or interactions with others. Identify character traits and motivations. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Analyze connections between literature and life. Identify conflict and resolution. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Compare and contrast literary characters and selections.
Literature Semester Review and Assessment Lesson 1: Recitation Lesson 2: Semester Review Lesson 3: Semester Assessment	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3.a-b L.6.4 L.6.4.a L.6.4.c-d L.6.5 L.6.5.b-c L.6.6 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.10 SL.6.1 SL.6.1.a-d SL.6.2 SL.6.3 SL.6.4 SL.6.6 W.6.1 W.6.1.a-e W.6.2.a-f W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.a W.6.10	Use strategies to enhance listening comprehension. Use appropriate verbal and nonverbal techniques for oral presentations. Evaluate strategies used by speakers in oral presentations. Make oral presentations. Revise, proofread, and publish an essay. Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature. Identify speaker. Identify alliteration. Make inferences and draw conclusions. Identify conflict and resolution. Identify irony. Compare and contrast literary characters and selections. Identify and interpret the use of subplots. Identify and interpret the use of figurative language. Identify characteristics of haiku. Identify personification. Identify character traits and motivations. Describe characters by speech, actions, or interactions with others. Recognize author's attitude or tone. Recognize the effect of setting or culture on a literary work. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Identify defining characteristics of the text. Recognize use of language to convey mood. Demonstrate comprehension of text. Identify theme. Use an effective pattern of organization. Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion. Use complete sentences and correct capitalization, punctuation, and spelling.