

**Ledyard Public Schools
GRADE 6**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2

Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.

OBJECTIVES/EVIDENCE

The student will read and respond to demonstrate general understanding by: 1.1d, 1.1f

1. Identifying or inferring story elements of characters, settings, problems, solutions, details, and relationships (fiction).
2. Summarizing using relevant information from the text.
3. Determining the structure of problem/solution, cause/effect, compare/contrast, opinion/proof, main idea and supporting details with evidence from the text. **1.1c, 1.2f**
4. Using information from the text to make a prediction by answering questions such as: *How do you think _____ would be different if _____ had not happened?* **1.1a, 1.2a**

CSDE Grade Level Expectations:

The student will:

- state both literal and/or inferred main ideas.
- identify the type of conflict in a text and recognize how it affects the characters' actions.
- identify the point of view used and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.
- explain the influence of setting (historical context) on mood, character and plot.
- summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- describe how major and minor characters change over time.

**Ledyard Public Schools
GRADE 6 (Strand A)**

Assessment /Data Collection	Strategies/Activities		Resources
<p>Formal CMT</p> <p>DRA (f, s)</p> <p>Informal Summaries</p> <p>CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Cloze</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p>* CRISS Strategies</p>	<p>Required Strategies Summarizing</p> <p>Boyles' Comprehension Strategies</p> <p>QAR*</p> <p>Powers*</p> <p>One sentence summaries*</p> <p>Required Activities Read alouds Shared reading Modeling/Guided Practice Guided reading Re-reading Independent reading Reader response questions Direct vocabulary instruction Author and genre studies- realistic fiction, poetry, etc. Graphic organizers Pronoun referents Discussions/conversations</p>	<p>Suggested Strategies/Activities Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Framed paragraphs</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Think-pair-share*</p> <p>One sentence summary*</p>	<p>Instructional</p> <p>Student Work Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc. News articles/magazines Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction) Content area texts <i>Daybooks</i>-Great Source <i>Sourcebooks</i>-Great Source <i>Write Time for Kids</i>-nonfiction reading</p> <p>Teacher Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum CRISS manual CMT Language Arts Handbook <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>Teaching Written Response to Text</i> by Nancy Boyles <i>Constructing Meaning</i> by Nancy Boyles CMT reader response questions Thinking Verbs List (Bloom)</p>

Ledyard Public Schools
GRADE 6

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2

Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.

OBJECTIVES/EVIDENCE

The student will read and respond to develop an interpretation by *citing evidence from the text and by:*

1. Understanding text structures: narrative (realistic fiction) with attention to the relationship of character traits to problem/solution and plot development, expository (main idea and supporting details within connected text), and use of text features (tables, charts, headings, graphs, photos, captions). *1.1d, 2.1b, 2.1a*
2. Drawing conclusions about the author's purpose by responding to questions such as: *Why do you think the author included/omitted . . . ? Support with evidence from the text. 1.1e*
3. Analyzing author's/*illustrator's, filmmaker's* use of specific details such as: *What words did the author use to help you understand? What questions do you have for the author about . . . ? 1.2d, 1.2a, 2.4f, 2.1d*

CSDE Grade Level Expectations:

The student will:

- explain the use of foreshadowing and flashbacks to convey meaning.
- explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends.
- explain how characters deal with diversity, e.g., culture, ethnicity, and conflicts of human experience, relating these to real life situations.
- interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.

**Ledyard Public Schools
GRADE 6 (Strand B)**

Assessments/Data Collection	Strategies/Activities		Resources
<p>Formal CMT</p> <p>DRA (f, s)</p> <p>Informal</p> <p>CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p> </p> <p>* CRISS Strategies</p>	<p>Required Strategies</p> <p>Boyles' Comprehension Strategies</p> <p>QAR*</p> <p>Powers*</p> <p>Opinion/proof*</p> <p>Required Activities</p> <p>Read alouds</p> <p>Shared reading</p> <p>Modeling/Guided Practice</p> <p>Guided reading</p> <p>Re-reading</p> <p>Independent reading</p> <p>Reader response questions</p> <p>Discussions/conversations</p> <p>Author and genre studies- realistic fiction, poetry, etc.</p> <p>Graphic organizers</p>	<p>Suggested Strategies/Activities</p> <p>Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Framed paragraphs</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Think-pair-share*</p> <p>One sentence summary*</p>	<p>Instructional</p> <p>Student Work</p> <p>Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc.</p> <p>News articles/magazines</p> <p>Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction)</p> <p>Content area texts</p> <p><i>Daybooks</i>-Great Source</p> <p><i>Sourcebooks</i>-Great Source</p> <p><i>Write Time for Kids</i>-nonfiction reading</p> <p>Teacher</p> <p>Student assessment data</p> <p>DRA Focus for Instruction</p> <p>Language Arts Curriculum Addendum</p> <p>CRISS manual</p> <p>CMT Language Arts Handbook</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Teaching Written Response to Text</i> by Nancy Boyles</p> <p><i>Constructing Meaning</i> by Nancy Boyles</p> <p>CMT reader response questions</p> <p>Thinking Verbs List (Bloom)</p>

**Ledyard Public Schools
GRADE 6**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. **Standards 1 and 2**

Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3

OBJECTIVES/EVIDENCE

The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences.

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

CSDE Grade Level Expectations:

The student will:

- explain how information in a text could be applied to understand a similar situation or concept in another text.
- take a position regarding a topic/issue.

**Ledyard Public Schools
GRADE 6 (Strand C)**

Assessments/Data Collection	Strategies/Activities		Resources
<p>Formal CMT</p> <p>DRA (f, s)</p> <p>Informal CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p> </p> <p>* CRISS Strategies</p>	<p>Required Strategies Boyles' Comprehension Strategies</p> <p>QAR*</p> <p>Required Activities</p> <p>Read alouds</p> <p>Shared reading</p> <p>Modeling/Guided Practice</p> <p>Guided reading</p> <p>Re-reading</p> <p>Independent reading</p> <p>Reader response questions</p> <p>Author and genre studies- realistic fiction, poetry, etc.</p> <p>Graphic organizers</p>	<p>Suggested Strategies/Activities Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Framed paragraphs</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Think-pair-share*</p> <p>Reflection journals</p>	<p>Instructional</p> <p>Student work</p> <p>Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc.</p> <p>News articles/magazines</p> <p>Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction)</p> <p>Content area texts</p> <p><i>Daybooks</i>-Great Source</p> <p><i>Sourcebooks</i>-Great Source</p> <p><i>Write Time for Kids</i>-nonfiction reading</p> <p> </p> <p>Teacher</p> <p>Student assessment data</p> <p>DRA Focus for Instruction</p> <p>Language Arts Curriculum Addendum</p> <p>CRISS manual</p> <p>CMT Language Arts Handbook</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Teaching Written Response to Text</i> by Nancy Boyles</p> <p><i>Constructing Meaning</i> by Nancy Boyles</p> <p>CMT reader response questions</p> <p>Thinking Verbs List (Bloom)</p>

**Ledyard Public Schools
GRADE 6**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. **Standards 1 and 2**

Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.

OBJECTIVES/EVIDENCE

The student will read and respond, citing (evidence from the text), to examine the content and structure of texts by:

1. Using information from the text to make a prediction by answering questions such as: *Why do you think the author . . . ?* **1.2a**
2. Analyzing use of literary devices focusing on the author's use of simile, metaphor, and mood. **2.1d, 2.2b**
3. Evaluating explicit (right there, think and search) or implicit (author and you, on my own) information by answering questions such as: *What _____ was most important to _____? Support with evidence from the text.* **2.2b, 1.2b, 1.2a, 1.4b, 2.2a**
4. Responding or extending with relevant information. (*What is the author's opinion regarding _____? Support with evidence from the text.*) **1.2a, 1.4b, 2.4b, 2.4c**
5. Demonstrating an awareness of ethics, customs, or beliefs to include social studies curriculum themes. **2.3b, 2.3c, 2.4a, 2.4d, 2.4c**
6. Identifying elements of bias in non-fiction that influence meaning. **1.2c, 1.1b**
7. **Recognizing and analyzing an author's values, ethics or beliefs.** **2.4a**

CSDE Grade Level Expectations:

The student will:

- explain the impact of literary devices on meaning, e.g., flashback, tone, bias and dialect.
- evaluate the author's use of various techniques to influence readers' perspectives, e.g., use of figurative language and illustrations.
- understand how social, cultural and historical contexts contribute to an author's perspective
- draw a conclusion about how text might be useful to someone.
- create literal and inferential questions based on text to extend meaning. (QAR)
- decide if the author's ideas are grounded in fact.
- examine and evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.

**Ledyard Public Schools
GRADE 6 (Strand D)**

Assessments/Data Collection	Strategies/Activities		Resources
<p>Formal CMT</p> <p>DRA (f, s)</p> <p>Informal CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussion/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p>* CRISS Strategies</p>	<p>Required Strategies</p> <p>Boyles' Comprehension Strategies</p> <p>Opinion/proof*</p> <p>Required Activities</p> <p>Read alouds</p> <p>Shared reading</p> <p>Modeling/Guided Practice</p> <p>Guided reading</p> <p>Re-reading</p> <p>Independent reading</p> <p>Reader response questions</p> <p>Direct vocabulary instruction</p> <p>Author and genre studies- realistic fiction, poetry, etc.</p> <p>Graphic organizers</p> <p>Discussions/conversations</p>	<p>Suggested Strategies/Activities</p> <p>Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Framed paragraphs</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Reflection journals</p> <p>Think-pair-share*</p>	<p>Instructional</p> <p>Student work</p> <p>Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc.</p> <p>News articles/magazines</p> <p>Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction)</p> <p>Content area texts</p> <p><i>Daybooks</i>-Great Source</p> <p><i>Sourcebooks</i>-Great Source</p> <p><i>Write Time for Kids</i>-nonfiction reading</p> <p>Teacher</p> <p>Student assessment data</p> <p>DRA Focus for Instruction</p> <p>Language Arts Curriculum Addendum</p> <p>CRISS manual</p> <p>CMT Language Arts Handbook</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Teaching Written Response to Text</i> by Nancy Boyles</p> <p><i>Constructing Meaning</i> by Nancy Boyles</p> <p>CMT reader response questions</p> <p>Thinking Verbs List (Bloom)</p>

GRADE 6

GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English. Standards 2 and 3

Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.

OBJECTIVES/EVIDENCE

The student will plan and compose written pieces that demonstrate evidence of: 3.1c, 4.2b, 4.2a

1. Organization of narrative, expository/explanatory and persuasive essays.
2. Sequence using chronological and logical order with appropriate transition words to show time, place, conclusion, and emphasis.
3. Elaboration techniques including the use of cause/effect, problem/solution, examples, facts, rhetorical questions, personal experiences and dialogue.

CSDE Grade Level Expectations: Writing Process

Plan: gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.

Draft: reread text and continue to draft over time.

Revise: seek and consider feedback from adults and peers to revise text for content, organization and tone.

Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters.

Reflect: use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.

CSDE Grade Level Expectations: Writing Genres, Traits and Crafts

Descriptive:

- Expand upon one idea using additional details to create an image.

Narrative:

- Write a memoir.
- Write a mystery with elements, e.g., clues, suspense, red herring.

Expository:

- Write a compare-contrast essay, grouping similarities together and differences together.

CSDE Grade Level Expectations: Writing Genres, Traits and Crafts (cont.)

Expository (cont.):

- Write an informational report using cause-and-effect structure.
- Write an informational piece with a spatial order or chronological order.
- Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid.

Persuasive:

- Write a persuasive piece using “least to most important” arguments.
- Write a persuasive piece that incorporates research and information.

Poetic:

- Write an ode.
- Write a carpe diem.
- Write a tanka.
- Write a couplet.
- Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.
- Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.

GRADE 6

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES <i>*See strategies grids</i>		RESOURCES
<p>Formal Process pieces (fall, winter, spring) Prompts (fall, winter, spring) Prompts may be used as first draft for process writing pieces Six-point rubric</p> <p>Informal Clear and fluent explanations and directions Conferencing Prompts (one to include compare/contrast) Journals Writing samples</p> <p>*CRISS Strategies</p>	<p>Required Strategies Summarizing* Planning using graphic organizers Power structure Two-column notes*</p> <p>Required Activities <i>Listen to and read a variety of genres as models/mentor texts</i> 3.1b Modeling/Guided Practice 5 paragraph essay model/spool paper* Audience awareness activities Vocabulary expansion* Framed paragraphs* for compare/contrast Read, share, and discuss student samples Conferencing Use of student work for editing and revising Rubric Scoring 3 column notes/Venn diagram* RAFT*</p>	<p>Suggested Strategies/Activities Graphic organizers</p>	<p>Instructional Student work Language Arts Curriculum Addendum 5 paragraph essay model/spool CRISS strategies Process writing framework</p> <p>Teacher <i>Empowering Writers</i> materials Writers Express CRISS manual* <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>

GRADE 6

Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.

OBJECTIVES/EVIDENCE

The student will revise and edit for: 3.2c, 4.3a, 4.3c, 4.3b, 4.2a

1. Spelling using developmentally appropriate words from the Grade 6 core word list.
2. Verb tense, on and on sentences, awkward construction, redundancy of ideas, fragments, pronoun referents, misplaced modifiers, extraneous material, singular and plural subject/verb agreement with intervening phrase, correct usage of comparative/superlative, and good/well, it's/its, I/me (subject only), no/know, then/than, your/you're.
3. Capitalization and punctuation: colon with a list, comma with a participial phrase, apostrophe in possessives, and comma with an appositive.
4. Fluency using transition words, synonyms, similes, and expanded vocabulary.
5. Handwriting (legible) or word processing (using spell check).

CSDE Grade Level Expectations: Spelling

- Use spelling rules and patterns from previous grades.
- Use multiple strategies to spell. Examples:
 - visual patterns, e.g., *tough/enough/rough, right/night*
 - homophones, e.g., *read and reed*
 - affixes, e.g., *in-, im-, -spect, -fer*
 - roots, e.g., *biology, telegraph*

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage

- Use capitalization, punctuation, and usage rules from previous grades.
- Capitalize languages, races, nationalities and religions.
- Use commas in appositives, e.g., *Bob, the dog, was fun.*
- Use commas to set off direct address, e.g., *Mom, may I go to the movies?*
- Use apostrophe to show quotation within a quotation in dialogue, e.g., *He said, "Mom said, 'Clean your room.'"*
- Use parentheses, e.g., *A hypothesis (prediction) is a critical component of a scientific investigation.*

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage (cont')

- Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., *I studied late into the night; consequently, I passed the test.*
- Show agreement of pronoun and its referent, e.g., *A person needs his or her own space.*
- Maintain consistent person.
- Use parallel construction when listing verbs particularly in informational and technical writing.
 - Parallel: *A scientist observes, hypothesizes and analyzes.*
 - Not parallel: *A scientist observes, hypothesized and analyzed.*
- Use paragraph conventions, e.g., designated by indentation of block format, skipping lines between paragraphs.
- Provide detailed labeling, captions, headings, and subheadings when appropriate.
- Cite sources according to prescribed format.
- Use resources to correct own spelling.

GRADE 6

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES <i>*See strategies grids</i>		RESOURCES
<p>Formal</p> <p>Process pieces (fall, winter, spring)</p> <p>Prompts (fall, winter, spring)</p> <p>Prompts may be used as first draft for process writing pieces</p> <p>Priority words (100%) in writing</p> <p>Informal</p> <p>Clear and fluent explanations and directions</p> <p>Conferencing</p> <p>Prompts</p> <p>Journals</p> <p>Daily Language Workouts</p> <p>Sitton Proof Reading Test</p> <p>*CRISS Strategies</p>	<p>Required Strategies</p> <p>Conferencing</p> <p>Required Activities</p> <p>Modeling/Guided Practice</p> <p>5 paragraph essay/spool paper*</p> <p>Use of student work for editing and revising</p>	<p>Suggested Strategies/Activities</p> <p>Peer conferencing</p> <p>Sitton No Reference Writes</p> <p>Sitton Sentence Dictation</p>	<p>Instructional</p> <p>Student work</p> <p>Language Arts Curriculum Addendum</p> <p><i>Daily Language Workouts</i></p> <p><i>Options</i> materials</p> <p>Process writing framework</p> <p>Teacher</p> <p>Student assessment data</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p>CRISS manual*</p> <p><i>Sitton Spelling Sourcebook</i></p>

GRADE 6

Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.			
OBJECTIVES/EVIDENCE			
<p>The student will listen to and produce oral presentations with attention to: 3.2a, 3.2b, 1.3e, 3.1a, 3.2f, 4.2b</p> <ol style="list-style-type: none"> 1. Voice quality 2. Eye contact 3. Organization 4. Quality of presentation to include clear message, sufficient content, content accuracy when applicable. 5. <i>Audience</i> 			
OBJECTIVES/EVIDENCE			
<p>The student will view and produce visual presentations with attention to: 3.2a, 3.2b, 3.2f, 4.2b</p> <ol style="list-style-type: none"> 1. Format 2. Organization 3. Quality of presentation to include clear message, sufficient content, content accuracy when applicable. 4. <i>Audience</i> 			
ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	*See strategies grids		
<p>Formal Rubric Integrated curriculum performance tasks may be evaluated for visual/oral presentation, if applicable</p> <p>Informal Teacher observations Student-designed evaluation rubrics Rubrics for listening, viewing, presenting and following directions Posters Charts Graphs Collages Projects Checklists/rubrics</p>	<p>Required Strategies</p> <p>Modeling/Guided Practice</p> <p>Viewing</p> <p>Presenting</p> <p>Visual Aids</p>	<p>Suggested Strategies/Activities</p> <p>Debates</p> <p>Integrated Projects</p> <p>Presentations</p> <p>Explanations</p> <p>Projects</p> <p>Reports</p> <p>Demonstrations</p>	<p>Instructional</p> <p>Models</p> <p>Rubrics</p> <p>Classic, contemporary, multicultural texts and multimedia</p> <p>Student Assessment Data</p> <p>Social studies performance tasks</p> <p>Technology</p> <p>Teacher</p> <p>Social studies teacher’s guide</p>

GRADE 6

Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.

OBJECTIVES/EVIDENCE

The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p><i>Informal</i></p> <p><i>Discussions</i></p> <p><i>Writing Samples</i></p> <p><i>Journals</i></p> <p><i>Presentations</i></p>	<p><i>Required</i></p> <p><i>Discussions regarding</i></p> <ul style="list-style-type: none"> <i>- how author expresses thoughts</i> <i>- how authors use language</i> <i>- reasons for variations</i> <p><i>Compare/contrast differences in language in a variety of text</i></p>	<p><i>Suggested</i></p> <p><i>Author studies</i></p> <p><i>Write different versions of same text appealing to different audiences</i></p>	<p><i>A variety of genres to include fiction, non-fiction, and multi-cultural texts</i></p>

GRADE 6

GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology. **Standards 1, 2, 3 and 4**

Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.

OBJECTIVES/EVIDENCE

The student will use research and study skills to gather and respond to information by: 3.2d, 3.2e

1. Using the dictionary, glossary, index, encyclopedia, atlas, table of contents, headings, and chapter titles.
2. Citing author, title, publisher, and year in a bibliography.
3. Using technology of word processing, hyperstudio and the internet.
4. Using notetaking skills to include topic, main ideas and supporting details.
5. *Evaluating the validity and authenticity of sources of information.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	*See strategies grids		
<p>Formal Social studies performance tasks Rubrics 1-2 page report using research skills and 5 paragraph essay model/spool paper*</p> <p>Informal Oral/visual presentations and/or written pieces</p> <p>*CRISS Strategies</p>	<p>Required Strategies KWWL* Power structure*</p> <p>Required Activities Modeling/Guided Practice Direct vocabulary instruction in content and concepts Big 6 Scanning the text Summarizing*</p>	<p>Suggested Strategies/Activities Content area integration Observation journals/note cards</p>	<p>Instructional Social studies performance tasks A variety of primary and secondary sources-letters, biographies, journals, memoirs, essays Student Assessment Data Big 6 Weekly magazines Newspapers Internet Teacher CRISS manual* Internet search engines</p>

GRADE 6

Teacher Guidelines for Bibliography Citations

Goal 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.

Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.

Objectives/Evidence

The student will use research and study skills to gather and respond to information by using:

1. Using the dictionary, glossary, index, encyclopedia, atlas, table of contents, headings and chapter titles.
2. **Citing author, title, publisher and year in a bibliography.**
3. Using technology of word processing, hyperstudio, and internet.
4. Using notetaking skills to include topic, main ideas and supporting details.

Bibliography Citations for:

Book

Wardlaw, Lee. 101 Ways To Bug Your Parents. Bantam Doubleday Dell, 1996.

Davis, Kenneth C. Don't Know Much About American History. Scholastic, 2003.

Book Article or Chapter

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GRADE 6

GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts. **Standards 1, 2, 3 and 4**

Performance Standard/Student Outcome 4: The student will know how to use appropriate strategies to read and write.

OBJECTIVES/EVIDENCE

The student will choose and apply appropriate reading strategies: *1.1b, 1.3a, 1.3c, 1.3d*

1. Cueing systems
 - Meaning (m) semantic
 - Structure (s) grammar
 - Visual (v) graphophonic (to include prefixes, suffixes and syllabication)
2. Text features – paragraphs, graphics, headings, pictures
3. Context clues
4. Vocabulary to include
 - Grade 6 core word list
 - Multiple meanings
 - Synonyms (for nouns, adjectives, and verbs), antonyms, homonyms (its/it's, your/you're, know/no) and idioms.

OBJECTIVES/EVIDENCE

The student will choose and apply appropriate spelling strategies by: *1.3a*

1. Reading and spelling correctly words taught as part of sixth grade spelling curriculum.
2. Spelling correctly words involving previously studied generalizations and word patterns.
3. Spelling most irregular words correctly.
4. Spelling most content vocabulary words correctly.

GRADE 6

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal</p> <p>CMT</p> <p>Written response</p> <p>Process pieces (fall, winter, spring)</p> <p>Sitton Spelling Achievement Test (fall, winter, spring)</p> <p>Informal</p> <p>Cloze</p> <p>Daily work</p> <p>Spelling games and activities</p> <p>Teacher observations</p> <p>Writing samples</p> <p>Prompts</p> <p>Independent writing</p> <p>Writing samples</p> <p>*CRISS Strategies</p>	<p>Required Strategies</p> <p>Skimming/scanning the text</p> <p>Sitton strategies</p> <p>Required Activities</p> <p>Modeling/Guided Practice</p> <p>Process writing</p> <p>Brainstorming</p> <p>Conferencing</p> <p>Direct instruction in vocabulary</p> <p>Peer conferencing</p> <p>Synonyms for nouns, adjectives, verbs, adverbs</p> <p>Sitton Cloze Story Word Test</p>	<p>Suggested Strategies/Activities</p> <p>Journals</p> <p>Diaries</p> <p>Letters</p> <p>Games</p> <p>Crossword puzzles</p> <p>Word walls</p> <p>Sitton Sentence Dictation Test</p> <p>Sitton No Reference Write</p>	<p>Instructional</p> <p>Classic, contemporary, multicultural texts, and poetry</p> <p><i>Daily Language Workouts</i></p> <p>Student work</p> <p><i>Sourcebook/Daybook</i> by Great Source</p> <p>Student Assessment Data</p> <p>Core word list</p> <p>Teacher</p> <p><i>Sitton Spelling Sourcebook</i></p> <p>CRISS manual*</p> <p>CMT handbook</p> <p>Core Literature</p>