

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: _6th Reading/Language

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Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on International Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				
1-3	RL RL.6.1.1 Identify and describe story elements, including conflict and resolution. 6.3.1 Identify story elements/plot within a variety of texts.	Both	Graphic organizer and journals	MC CR	Ask MC questions about the plot, setting, mood, theme, characters, conflict, and resolution. Have them write a CR explaining the plot, conflict, and resolution.

4-5	RL RL.6.6.1 Identify the points-of-view from the text RL.6.6.2 Infer the author's purpose in the text. RL.6.6.4 Support the author's purpose with specific details.	Both	Journals, marker boards	MC CR	Ask MC questions about what the point of view and author's purpose are. Ask in CR what from the story supports that opinion.
4-5	RI RI.6.6.1 Identify the author's purpose in a text. RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. RI.6.6.3 Identify the points of view from the text.	both	Journals, marker boards	MC CR	Ask MC questions about what the point of view and author's purpose are. Ask in CR what from the story supports that opinion.
6	RL RL.6.2.1 Recognize the theme or central idea of a text. RL6.2.2 Locate details from the text that support the theme or central idea of the text.	both	Journals, marker boards, exit tickets	MC CR	Ask MC questions about the theme or central idea of a passage. Ask CR to have them give details that support this theme or central idea.
6	RI RI.6.2.1 Recognize the theme or central idea of a text. RI.6.2.2 Locate details from the text that support the theme or central idea of the text. RI.6.3.1 Identify a key individual, an event, or an idea in a text. RI.6.7.1 Identify a topic or issue within a text.	both	Journals, marker boards, exit tickets	MC CR	Ask MC questions about the theme or central idea of a passage. Ask CR to have them give details that support this theme or central idea.
7	RL RL6.4.1 Use context clues to determine the meanings of words and phrases. RL6.4.2 Identify figurative language.	both	Marker boards, journals, exit tickets, cooperative groups	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to identify figurative language.

7	RI RI6.4.1 Use context clues to determine the meanings of words and phrases. RI6.4.2 Identify figurative language. RI6.4.3 Examine and explain how the figurative language impacts the meaning of the text.	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to identify figurative language and explain how it impacts the meaning of the text.
8	RL RL6.5.1 Identify how the texts are written. (scenes, chapters, and stanzas)	formative	Marker boards, journals, exit cards, worksheets		Ask them to write down how the text is divided – into scenes, chapters, stanzas, etc.
9	RL RL6.9.1 Identify different types of genres. RL6.9.2 Compare and contrast texts with similar themes in different genres.	both	Cooperative group, journals, post-it notes, exit cards, marker boards	MC CR	Ask MC questions to have them identify genre. Ask CR to have them compare/contrast two similarly themed texts from different genres.
all	RL RL6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. RL6.10.2 Read and comprehend literature (stories, drama, and poems) with increasing text complexity and proficiency. RL6.10.3 Read closer to the low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	formative	Exit cards, journals		Ask them to summarize something they have read in a journal or exit card.
all	RI RI6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. RI6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. RI6.10.3 Read closer to the low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	formative	Exit cards, journals		Ask them to summarize something they have read in a journal or exit card.

4-5	W W6.4.1 Decide on purpose and determine an audience. W6.4.2 Organize writing in a clear and coherent way for the specific task. W6.4.3 Produce a writing that is easy to follow and understand.	Formative	journals		Ask them to write for a specific purpose and audience.
4-5	W W6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. W6.5.2 Make my writing stronger and better by writing parts of it in a new way. W6.5.3 Utilize a checklist to develop and strengthen my writing. W6.6.1 Utilize a checklist to review peer's papers.	formative	Cooperative groups		Put students in groups to check peer's essays using a checklist. They also do one on themselves. Have them revise based on suggestions.
6-7	W W6.9.a.1 Identify differences between literary and informational texts. W6.9.a.2 Use literature texts to cite text evidence. W6.9.b.1 Use informational texts to cite text evidence.	both	Cooperative groups, graphic organizers, journals	CR ER	Have students write and cite information from multiple sources.
all	W W6.10.1 Routinely write for a specific reason and audience. W6.10.2 Produce writing over both extended and short time frames.	both	Cooperative groups, graphic organizers, journals	CR ER	Have students write for a specific audience and purpose both short and extended time frames.
all	SL SL6.6.1 Use proper grammar when writing, speaking, reading, or listening when indicated or appropriate.	formative	Journals, presentations, answering out loud in class		

4-5	L L6.2.a.1 Review correct usage of commas. L6.2.a.2 Review correct usage of parenthesis and dashes. L6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. L6.2.a.4 Use punctuation to set of nonrestrictive and parenthetical elements. L6.2.b.1 Spell correctly	both	Marker boards, cooperative groups	MC CR	Ask MC questions about commas, dashes, and parenthesis. Ask CR questions to assess comma usage and correct spelling.
7	L L6.5.a.1 Analyze context to determine meaning of figurative language	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to identify figurative language and explain how it impacts the meaning of the text.
7	L L6.6.1 Produce and use grade-appropriate academic (Tier 2) and domain (Tier 3) words and phrases. L6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase what relates to comprehension or expression.	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to determine meanings of words and phrases.
1-3	L L6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or the listener. L6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. L6.3.b.1 Utilize precise wording to maintain consistency in tone.	both	Marker boards, exit tickets, journals	MC CR ER	Ask MC questions about sentence patterns. Use CR and ER to analyze their usage of sentence patterns and wording.

	SECOND NINE WEEKS				
1-2	RL RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge and information implied in the text.	Both	Journals, dry erase boards, cooperative groups.	MC CR	Ask MC questions to make an infer Use CR to support the infer with information from the text.
1-2	RI RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. RI.6.1.2 Interpret varied meanings of a selected text. RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my findings	Both	Journals, dry erase boards, cooperative groups.	MC CR	Ask MC questions to make an infer Use CR to support the infer with information from the text.
1-2	RL.6.3.2 Describe development of the plot through a series of episodes. RL.6.3.3 Analyze how characters react for change to the overall momentum of the plot as the problem is resolved.	Both	Journals, graphic organizers	CR ER	Use ER to explain how the plot is developed and how characters change over time.
3-4	RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot.	both	Marker boards, worksheets, cooperative groups, graphic organizers	MC CR	Use MC to choose the correct text structure of a passage; use CR to explain how it contributes to the theme, setting, & plot.
3-4	RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections.	both	Highlighters & worksheets, cooperative groups, journals	MC CR	Highlight key parts of a passage and then write about how or why it is important to the passage.

3-4	RL.6.6.3 Gives specific details from the text that trace the development of the narrator's or speaker's point of view.	Both	Journals, graphic organizers	CR ER	Use CR & ER to explain how the point of view is developed over a passage.
5-6	RL.6.7.1 Compare and contrast the differences between reading the text and listening the text.	formative	Journals, graphic organizers, marker boards, power points		Use journals, marker boards, power points, and graphic organizers to compare and contrast listening and reading.
5-6	RI.6.7.2 Use different media or formats as well as texts to combine information to better understand a topic or an issue.	formative	Exit cards, journals		Ask them to summarize something they have read in a journal or exit card.
7-8	RL.6.10.1 Comprehend text by thinking about, talking about, and responding to what I read. RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. RL.6.10.3 Read closer to the low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	formative	Exit cards, journals		Ask them to summarize something they have read in a journal or exit card.
7-8	RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency RI.6.10.3 Read closer to low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	both	Graphic organizer, journals, marker boards	ER, PORT	Write an ER concerning an argument that includes information from sources, both literary and nonfiction. Place this report in a portfolio along with relevant information.
1-2	W 6.1.a.1 Organize reasons clearly through a graphic organizer, thinking map, or an outline. 6.1.a.2 Provide an introductory statement to state a claim concerning an argument. 6.1.b.1 Support claims with facts and details using credible sources that demonstrate a clear	both	Graphic organizer, journals, marker boards	ER, PORT	Write an ER concerning an argument that includes information from sources, both literary and nonfiction. Place this report in a portfolio along with

	<p>understanding of the topic or text.</p> <p>6.1.c.1 Use transitional words to link writing and to show relationships supporting claims and reasons.</p> <p>6.1.d.1 Establish and maintain a formal (authoritative) and style.</p> <p>6.1.e.1 Provide a concluding statement that supports the argument presented.</p>				relevant information.
3-4	<p>W</p> <p>6.8.3 Quote or paraphrase data without plagiarizing.</p>	both	Graphic organizer, journals, marker boards	ER, PORT	Write an ER concerning an argument that includes information from sources, both literary and nonfiction. Place this report in a portfolio along with relevant information.
5-6	<p>W</p> <p>6.9.a.2 Use literature texts to cite text evidence.</p> <p>6.9.a.3 Write an analysis and a reflection of literary text.</p> <p>6.9.b.2 Write an analysis and reflection of an informational text.</p> <p>6.9.b.3 Evaluate validity of key details that support claims.</p>	both	Graphic organizer, journals, marker boards, observation	PORT, PRE	Present information collected in a portfolio.
7-8	<p>SL</p> <p>6.1.a.1 Come to class prepared to discuss the topic, text, or issue.</p> <p>6.1.a.2 Participate in teacher-led and partner discussions.</p> <p>6.1.a.3 Provide evidence from observations and/or readings to support and reflect on ideas discussed.</p> <p>6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints.</p> <p>6.1.b.2 Organize individual goals and deadlines.</p> <p>6.1.b.3 Define my individual role in a collaborative group.</p> <p>6.1.b.4 Utilize rubrics designed to assess speaking and listening.</p> <p>6.1.c.1 Defend and support comments on an issue presented.</p> <p>6.1.d.1 Relate ideas by writing reflections and</p>	formative	journals		Write a journal entry to explain and translate information.

	summaries.				
7-8	SL 6.2.1 Explain information presented in different forms of media and formats. 6.2.2 Translate how the information contributes to a topic, text, or issue.	both	Marker boards, worksheets, cooperative groups, graphic organizers	MC CR	Use MC to choose the correct text structure of a passage; use CR to explain how it contributes to the theme, setting, & plot.
7-8	SL 6.4.1 Speak distinctly using appropriate voice level and eye contact during an oral presentation 6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. 6.4.3 Present claims and findings in a logical order.	summative		PRE	Present a report
1-2	L 6.1.a.2 Write to show proper case of pronouns. 6.1.b.1 Identify and demonstrate proper use of intensive pronouns. 6.1.c.1 Correct inappropriate usage of pronouns in number and person. 6.1.c.2 Identify inappropriate shifts in pronoun and number and person. 6.1.d.2 Modify vague pronouns used in speaking or writing. 6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language.	both		MC CR ER	Students will write short passages and for long periods of time using correct pronouns. They will check others' writing and correct it for pronoun usage.
3-4	L 6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. 6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. 6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning, and/or part of speech. 6.4.d.1 Use reference materials to determine if the	both		MC CR	Students will be asked to define unknown/unfamiliar words based on context clues and affixes. Students will use reference materials to check these definitions.

	inferred meaning of a word is used correctly in context.				
5-6	L 6.5.a.1 Analyze context to determine the meaning of figurative language. 6.5.b.1 Identify relationships between two words. 6.5.b.2 Use that relationship to define the words. 6.5.c.1 Differentiate between the positive, negative, or neutral associations (nuances) among words with similar meanings.	both		MC CR	Students will be asked to identify figurative language and explain its meaning and the relationship between the words being compared. They will also be asked to identify the positive or negative nuances among similar words.
THIRD NINE WEEKS					
1-2	RL RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. RL.6.5.5 Analyze how an important scene within a text changes the plot.	both	Marker boards, worksheets, cooperative groups, graphic organizers	MC CR	Use MC to choose the correct text structure of a passage; use CR to explain how it contributes to the theme, setting, & plot. Use CR to analyze how a particular scene changes /affects the plot
1-2	RL 6.7.1 Compare and contrast the differences between reading the text and listening to the text. 6.7.2 Compare and contrast how photos, drawings, videos, or music affect what the reader perceives.	both	Graphic organizer	CR	Students will use CR to compare and contrast differences in listening and reading. They will also compare and contrast how media affects perception.

3-4	RI 6.3.2 Select specific examples or anecdotes on how the key individual, event or idea is introduced. 6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. 6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. 6.3.5 Determine the supporting details from the non-supporting details.	Both	Journals, exit cards, graphic organizers	MC, CR	Students will use MC to select examples or anecdotes and supporting or non-supporting details. They will use CR to explain or list examples of the details.
5-6	RI 6.4.1 Use context clues to determine the meaning of words and phrases. 6.4.5 Explain how the connotations impact the meaning of the text. 6.4.7 Explain how the technical meanings impact the text.	Both	Dry erase boards, journals, windshield check	MC, CR	Students will use MC to select meanings of words and phrases. They will use CR to explain the impact of the words' connotations and technical meanings on the text.
5-6	RI 6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text.	formative	Journals, graphic organizers		
7-8	RI 6.8.1 Identify specific claims or arguments in a text. 6.8.2 Identify sufficient evidence to support specific claims. 6.8.3 Outline and judge claims based on sufficient evidence found in the text.	Both	Journals, exit slips, graphic organizers	MC,CR	Students will use MC to identify claims and arguments and the supporting evidence. Students will use CR to outline and judge claims based on textual evidence.
7-8	RI 6.9.1 Identify key events in two different texts by the same author. 6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives.	Both	Graphic organizers, journals	MC, CR	Students will use MC to identify key events. Students will use CR to compare and contrast the events and identify the authors' perspectives.

1-4	<p>W</p> <p>6.2.a.1 Identify text structures and text features within a text as models for my writing.</p> <p>6.2.a.2 Introduce a topic that informs or explains.</p> <p>6.2.a.3 Use strategies such as text structures, text features, or multimedia to help an audience understand the writing.</p> <p>6.2.b.1 Show support of topic with facts, concrete details, definitions, quotations, or other examples in writing.</p> <p>6.2.c.1 Use transitional words to link writing and to show relationships among ideas and concepts.</p> <p>6.2.d.1 Use exact vocabulary and domain specific terms to inform or to explain a topic.</p> <p>6.2.e.1 Establish and maintain a formal (authoritative) style.</p> <p>6.2.f.1 Provide a concluding statement that supports the information presented.</p>	both	Graphic organizers, exit cards, journal	ER	Students will use ER to write an informational text meeting all requirements.
5-8	<p>W</p> <p>6.3.a.1 Review effective narrative writing.</p> <p>6.3.a.2 Brainstorm ideas.</p> <p>6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story.</p> <p>6.3.a.4 Order events in a coherent order to maintain elements of plot.</p> <p>6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative.</p> <p>6.3.c.1 Use transitional words to convey the sequence of events and shifts in setting or time frames.</p> <p>6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story.</p> <p>6.3.e.1 Provide a conclusion that ends the narrative with a resolution.</p>	formative	Graphic organizers, journals, exit cards		

1-4	W 6.7.1 Compile a list of sources. 6.7.2 Use several sources to learn new information. 6.7.3 Use several sources to answer specific questions. 6.7.4 Use several sources to further research or investigation.	both	Graphic organizers	ER	Students will use ER to compile research for an informative report.
1-4	W 6.8.1 Research and gather information from multiple sources. (print and digital) 6.8.2 Critique the credibility of the sources. 6.8.3 Quote or paraphrase data without plagiarizing. 6.8.4 Provide bibliographic information for sources (works cited page in proper format)	both	Dry erase boards, checklists	ER	Students will use ER to compile research, quote and paraphrase, and complete a works cited for a report.
1-4	SL 6.3.1 Outline a speaker's argument and claims that are supported by evidence and reasons. 6.3.2 Outline a speaker's argument and claims that are not supported by evidence and reasons.	both	Graphic organizer, dry erase boards	CR	Students will use CR to complete an outline of a speaker's arguments and claims.
5-8	SL 6.5.1 Decide on effective graphics, images, music, and sound to include in a presentation to make my information clearer. 6.5.2 Use visual displays and multimedia to reinforce the main idea and themes of the oral presentation.	Both	Collaborative groups	PRO	Students will use PRO and use multimedia to present information.
1-3	L L6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or the listener. L6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. L6.3.b.1 Utilize precise wording to maintain consistency in tone.	both	Marker boards, exit tickets, journals	MC CR ER	Ask MC questions about sentence patterns. Use CR and ER to analyze their usage of sentence patterns and wording.

4-5	L 6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. 6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word.	Both	Exit cards, dry erase boards	MC	Students will use MC to select appropriate definitions when given context clues and affixes.
6-8	L 6.5.a.1 Analyze context to determine the meaning of figurative language. 6.5.b.1 Identify relationships between two words. 6.5.b.2 Use that relationship to define the words. 6.5.c.1 Differentiate between the positive, negative, or neutral associations (nuances) among words with similar meanings.	both		MC CR	Students will be asked to identify figurative language and explain its meaning and the relationship between the words being compared. They will also be asked to identify the positive or negative nuances among similar words.
7-8	L 6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. 6.6.2 Expand on vocabulary knowledge when contemplating the word or phrases that relates to comprehension or expression.	formative	Collaborative groups, journals, exit cards		
	FOURTH NINE WEEKS				
1-2	RL 6.4.1 Use context clues to determine the meanings of words and phrases. 6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. 6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the text.	both	Marker boards, journals, exit tickets, cooperative groups	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to identify and explain author's word choice.

3-4	RI 6.4.1 Use context clues to determine the meanings of words and phrases. 6.4.7 Explain how the technical meanings impact the text.	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask CR questions to identify figurative language and explain how it impacts the text.
5-6	RI 6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. 6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text.	Both	Journals, graphic organizers	CR	Students will use CR to explain why a specific section is important to the development of the text.
7-8	RL.6.10.1 Comprehend text by thinking about, talking about, and responding to what I read. RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. RL.6.10.3 Read closer to the low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	both	Exit cards, journals	CR	Ask them to summarize something they have read in a journal or exit card.
7-8	RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency RI.6.10.3 Read closer to low-end range of the lexile score 925-1185 with scaffolding as needed at the high-end range.	both	Graphic organizer, journals, marker boards	ER, PORT	Write an ER concerning an argument that includes information from sources, both literary and nonfiction. Place this report in a portfolio along with relevant information.
5-8	W 6.3.a.1 Review effective narrative writing. 6.3.a.2 Brainstorm ideas. 6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story. 6.3.a.4 Order events in a coherent order to maintain elements of plot. 6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative. 6.3.c.1 Use transitional words to convey the	both	Graphic organizers, journals, exit cards	ER	Students will use ER to write a narrative text meeting all requirements.

	<p>sequence of events and shifts in setting or time frames.</p> <p>6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story.</p> <p>6.3.e.1 Provide a conclusion that ends the narrative with a resolution.</p>				
1-4	<p>W</p> <p>6.7.1 Compile a list of sources.</p> <p>6.7.2 Use several sources to learn new information.</p> <p>6.7.3 Use several sources to answer specific questions.</p> <p>6.7.4 Use several sources to further research or investigation.</p>	both	Graphic organizers	ER	Students will use ER to compile research for an informative report.
1-4	<p>W</p> <p>6.8.1 Research and gather information from multiple sources. (print and digital)</p> <p>6.8.2 Critique the credibility of the sources.</p> <p>6.8.3 Quote or paraphrase data without plagiarizing.</p> <p>6.8.4 Provide bibliographic information for sources (works cited page in proper format)</p>	both	Dry erase boards, checklists	ER	Students will use ER to compile research, quote and paraphrase, and complete a works cited for a report.
5-6	<p>W</p> <p>6.9.a.2 Use literature texts to cite text evidence.</p> <p>6.9.b.1 Use informational text to cite text evidence.</p>	both	Graphic organizer, journals, marker boards, observation	PORT, PRE	Present information collected in a portfolio.
7-8	<p>W</p> <p>6.10.1 Routinely write for a specific reason and audience.</p> <p>6.10.2 Produce writing over both extended and short time frames.</p>	both	Cooperative groups, graphic organizers, journals	CR ER	Have students write for a specific audience and purpose both short and extended time frames.
1-4	<p>SL</p> <p>6.3.1 Outline a speaker's argument and claims that are supported by evidence and reasons.</p> <p>6.3.2 Outline a speaker's argument and claims that are not supported by evidence and reasons.</p>	both	Graphic organizer, dry erase boards	CR	Students will use CR to complete an outline of a speaker's arguments and claims.

5-8	SL 6.5.1 Decide on effective graphics, images, music, and sound to include in a presentation to make my information clearer. 6.5.2 Use visual displays and multimedia to reinforce the main idea and themes of the oral presentation.	Both	Collaborative groups	PRO	Students will use PRO and use multimedia to present information.
all	SL 6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate.	both	Collaborative groups	PRO	Students will use PRO and use multimedia to present information.
1-4	L L6.5.a.1 Analyze context to determine meaning of figurative language	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to identify figurative language and explain how it impacts the meaning of the text.
all	L L6.6.1 Produce and use grade-appropriate academic (Tier 2) and domain (Tier 3) words and phrases. L6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase what relates to comprehension or expression.	both	Marker boards, journals, exit tickets	MC CR	Ask MC questions about the definitions of words based on context clues. Ask MC and CR questions to determine meanings of words and phrases.
5-8	L L6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or the listener. L6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. L6.3.b.1 Utilize precise wording to maintain consistency in tone.	both	Marker boards, exit tickets, journals	MC CR ER	Ask MC questions about sentence patterns. Use CR and ER to analyze their usage of sentence patterns and wording.