

Quarter 1 – 1<sup>st</sup> 9 weeks

Unit/ Content	SOL Objectives	Essential Knowledge/Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p><u>Reading:</u></p>	<p>6.1 – Student will <b>participate</b> in and <b>contribute</b> to small-group activities.</p> <p>6.2 – The student will <b>present, listen critically, and express opinions</b> in oral presentations.</p> <p>6.3 - <b>**Begins 2<sup>nd</sup> Quarter**</b></p> <p>6.4 – The student will read and learn the meanings of <b>unfamiliar</b> words and phrases within authentic texts.</p> <p>6.5 – The student will read and demonstrate comprehension of a variety of <b>fictional texts, narrative nonfiction, and poetry.</b></p>	<p>a. Communicate as leader and contributor b. Evaluate own contributions to discussions c. Summarize and evaluate group activities d. Analyze the effectiveness of participant interactions</p> <p>a. Distinguish between fact and opinion b. Compare and contrast viewpoints c. Present a convincing argument d. Paraphrase and summarize what is heard e. Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>a. Identify word origins and derivations b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary c. <b>**2<sup>nd</sup> Quarter**</b> d. Identify and analyze figurative language e. <b>**2<sup>nd</sup> Quarter**</b> f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p>a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b. Make, confirm, and revise predictions c. Describe how word choice and imagery contribute to the meaning of a text. d. <b>**2<sup>nd</sup> Quarter**</b> e. Use prior and background knowledge as context for new learning</p>	<p><b>**This is all group work**</b></p> <p>6.4 – With the exception of “d”, this is all vocabulary: Recommend a vocabulary lesson at least three times a week making sure to cover:</p> <ul style="list-style-type: none"> <li>- Word origins</li> <li>- Roots</li> <li>- Synonyms</li> <li>- Antonyms</li> </ul> <p>- A short prediction before any story.</p> <p>e– you should be doing anyway as Activating prior knowledge.</p>

<p><u>Writing:</u></p> <p>All of 6.7 is basically walking students through the <b>writing process</b>. Students should be writing almost daily, with a mini-lesson or</p>	<p>6.6 – The student will read and demonstrate comprehension of a variety of <b>nonfiction</b> texts.</p> <p>6.7- The student will write <b>narration, description, exposition, and persuasion</b>.</p>	<p>f. Use information in the text to draw conclusions and make inferences</p> <p>g. <b>**2<sup>nd</sup> Quarter**</b></p> <p>h. Identify the main idea</p> <p>i. Identify and summarize supporting details</p> <p>j. Identify and analyze the author’s use of figurative language</p> <p>k. <b>**2<sup>nd</sup> Quarter**</b></p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>a. Use text structures such as; type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Identify questions to be answered</p> <p>d. Make, confirm, or revise predictions.</p> <p>e. Draw conclusions and make inferences based on explicit and implied information.</p> <p>f. <b>**2<sup>nd</sup> Quarter**</b></p> <p>g. Identify main idea</p> <p>h. Summarize supporting details</p> <p>i. <b>**2<sup>rd</sup> Quarter**</b></p> <p>j. <b>**2<sup>nd</sup> Quarter**</b></p> <p>k. <b>**2<sup>nd</sup> Quarter**</b></p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>a. Identify audience and purpose</p> <p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</p> <p>c. Organize writing structure to fit mode or topic</p> <p>d. Establish a central idea and organization</p> <p>e. <b>**Quarter 2**</b></p> <p>f. <b>**Quarter 2**</b></p> <p>g. Select vocabulary and information to enhance</p>	<p>j- similar to 6.4d</p> <p>l- these reading strategies should be done with every story both SSR and Guided.</p> <p>b- very similar to 6.5e</p> <p>d- same as 6.5d</p> <p>e-similar to 6.5f</p> <p>f- same as 6.2a</p> <p>g-same as 6.5h</p> <p>h-same as 6.5i</p> <p>k-similar to 6.5d</p> <p>l-same as 6.5l</p> <p><b>Quarter 1 – Writing:</b> Do a <b><u>NARRATIVE writing</u></b> for this quarter.</p> <p><b><u>One finished/published</u></b> piece of writing quarterly</p> <p>Mini lessons for Quarter 1 writing include: (in order)</p>
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<p>two of writing each week.</p> <p><u>Research:</u></p>	<p>6.8- The student will <b>edit writing</b> for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>6.9-The student will <b>find, evaluate, and select appropriate resources</b> for a research product</p>	<p>the central idea, tone, and voice</p> <p>h. <b>**Quarter 3**</b></p> <p>i. Revise sentences for clarity of content including specific vocabulary and information</p> <p>j. Use computer technology to plan, draft, revise, edit, and publish writing</p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b. Use subject-verb agreement with intervening phrases and clauses</p> <p>c. Use pronoun-antecedent agreement to include indefinite pronouns</p> <p>d. Maintain consistent verb tense across paragraphs</p> <p>e. Eliminate double negatives</p> <p>f. <b>**4<sup>th</sup> Quarter**</b></p> <p>g. Choose adverbs to describe verbs, adjectives, and other adverbs</p> <p>h. Use correct spelling for frequently used words</p> <p>a. Collect information from multiple sources including online, print, and media</p> <p>b. Evaluate the validity and authenticity of texts</p> <p>c. Use technology as a tool to research, organize, evaluate, and communicate information</p> <p>d. <b>**4<sup>th</sup> Quarter**</b></p> <p>e. <b>**4<sup>th</sup> Quarter**</b></p>	<ul style="list-style-type: none"> <li>- Writing process</li> <li>- Prewriting strategies</li> <li>- Writing around <b>one</b> central idea</li> <li>- Audience and purpose</li> <li>- Paragraph writing</li> <li>- Editing marks</li> <li>- Written expression</li> </ul> <p>Vocabulary should be on-going... all week!</p> <ul style="list-style-type: none"> <li>- 6.8 is an extension from 6.7.</li> <li>- These strands deal mostly with editing, grammar, and mechanics.</li> <li>- Most of these strands can be mini-lessons</li> </ul> <p>- 6.9 (a-c) can be used in the library. Ask the librarian to do mini-lessons on these topics.</p> <p>Quarter 4 will be the research project.</p>
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Quarter 2 – 2<sup>nd</sup> 9 weeks

Unit/ Content	SOL Objectives	Essential Knowledge/Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p><u>Reading:</u></p>	<p>6.1 – Student will <b>participate</b> in and <b>contribute</b> to small-group activities</p> <p>6.2 – The student will <b>present, listen critically, and express opinions</b> in oral presentations</p> <p>6.3 – The student will <b>understand the elements of media literacy.</b></p> <p>6.4 – The student will read and learn the meanings of <b>unfamiliar</b> words and phrases within authentic texts</p>	<p>a. Communicate as leader and contributor b. Evaluate own contributions to discussions c. Summarize and evaluate group activities d. Analyze the effectiveness of participant interactions</p> <p>a. Distinguish between fact and opinion b. Compare and contrast viewpoints c. Present a convincing argument d. Paraphrase and summarize what is heard e. Use language and vocabulary appropriate to audience, topic, and purpose.</p> <p>a. Compare and contrast auditory, visual, and written media messages. b. Identify the characteristics and effectiveness of a variety of media messages. c. Craft and publish audience-specific media messages.</p> <p>a. Identify word origins and derivations b. Use roots, <b>cognates, affixes</b>, synonyms, and antonyms to expand vocabulary c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words d. Identify and analyze figurative language e. Use word-reference materials f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p>	<p>*highlighted material was not covered in Quarter 1*</p> <p>6.4 – Continue with Vocabulary lessons but <b>add:</b> - Cognates - Affixes</p>

	<p>6.5 – The student will read and demonstrate comprehension of a variety of <b>fictional</b> texts, <b>narrative nonfiction</b>, and <b>poetry</b>.</p> <p>6.6 – The student will read and demonstrate comprehension of a variety of <b>nonfiction</b> texts.</p>	<ul style="list-style-type: none"> <li>a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</li> <li>b. Make, confirm, and revise predictions</li> <li>c. Describe how word choice and imagery contribute to the meaning of a text.</li> <li>d. Describe cause and effect relationships and their impact on plot</li> <li>e. Use prior and background knowledge as context for new learning</li> <li>f. Use information in the text to draw conclusions and make inferences</li> <li>g. Explain how character and plot development are used in a selection to support a central conflict or story line.</li> <li>h. Identify the main idea</li> <li>i. Identify and summarize supporting details</li> <li>j. Identify and analyze the author’s use of figurative language</li> <li>k. Identify transitional words and phrases that signal an author’s organizational pattern.</li> <li>l. Use reading strategies to monitor comprehension throughout the reading process.</li> </ul> <ul style="list-style-type: none"> <li>a. Use text structures such as; type, headings, and graphics to predict and categorize information in both print and digital texts.</li> <li>b. Use prior knowledge and build additional background knowledge as context for new learning.</li> <li>c. Identify questions to be answered</li> <li>d. Make, confirm, or revise predictions.</li> <li>e. Draw conclusions and make inferences based on explicit and implied information.</li> <li>f. Differentiate between fact and opinion.</li> <li>g. Identify main idea</li> <li>h. Summarize supporting details</li> <li>i. Compare and contrast information about one topic, which may be contained in different</li> </ul>	<p>f- similar to 6.2a</p> <p>i-a type of organizational pattern</p>
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<p><u>Writing:</u></p>	<p>6.7 - The student will write <b>narration, description, exposition, and persuasion</b></p>          <p>6.8- The student will <b>edit writing</b> for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</p>	<p>selections.</p> <p>j. Identify the author's organizational pattern</p> <p>k. Identify cause/effect relationships</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>a. Identify audience and purpose</p> <p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</p> <p>c. Organize writing structure to fit mode or topic</p> <p>d. Establish a central idea and organization</p> <p>e. Compose a topic sentence or thesis statement if appropriate</p> <p>f. Write multiparagraph compositions with elaboration and unity</p> <p>g. Select vocabulary and information to enhance the central idea, tone, and voice</p> <p>h. **Quarter 3**</p> <p>i. Revise sentences for clarity of content including specific vocabulary and information</p> <p>j. Use computer technology to plan, draft, revise, edit, and publish writing</p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b. Use subject-verb agreement with intervening phrases and clauses</p> <p>c. Use pronoun-antecedent agreement to include indefinite pronouns</p> <p>d. Maintain consistent verb tense across paragraphs</p> <p>e. Eliminate double negatives</p> <p>f. **4<sup>th</sup> Quarter**</p> <p>g. Choose adverbs to describe verbs, adjectives, and other adverbs</p> <p>h. Use correct spelling for frequently used words</p>	<p>k- a type of organizational pattern</p> <p><b>Quarter 2- Writing Prompt – EXPOSITORY</b></p> <p>Mini lessons include:</p> <ul style="list-style-type: none"><li>- Reviewing writing process</li><li>- Reviewing central idea writing</li><li>- Elaboration lesson</li><li>- Thesis/topic sentence lesson</li><li>- Tone lesson</li><li>- Voice lesson</li></ul> <p>Vocabulary should still be on-going all week!</p>
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<u>Research:</u>	6.9- The student will <b>find</b> , <b>evaluate</b> , and <b>select appropriate resources</b> for a research product	<ul style="list-style-type: none"><li>a. Collect information from multiple sources including online, print, and media</li><li>b. Evaluate the validity and authenticity of texts</li><li>c. Use technology as a tool to research, organize, evaluate, and communicate information</li><li>d. **4<sup>th</sup> Quarter**</li><li>e. **4<sup>th</sup> Quarter**</li></ul>	
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Quarter 3 – 3<sup>rd</sup> 9 weeks

Unit/ Content:	SOL Objectives:	Essential Knowledge/Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p><u>Reading:</u></p>	<p>6.1 – Student will <b>participate</b> in and <b>contribute</b> to small-group activities</p> <p>6.2- The student will present, listen critically, and express opinions in oral presentations.</p> <p>6.3 – The student will <b>understand</b> the <b>elements</b> of <b>media literacy</b>.</p> <p>6.4 – The student will <b>read</b> and <b>learn</b> the <b>meanings</b> of <b>unfamiliar words</b> and <b>phrases</b> within authentic texts.</p> <p>6.5 – The student will <b>read</b> and <b>demonstrate comprehension</b> of a variety of <b>fictional</b> texts,</p>	<p>a. Communicate as leader and contributor b. Evaluate own contributions to discussions c. Summarize and evaluate group activities d. Analyze the effectiveness of participant interactions</p> <p>a. Compare and contrast auditory, visual, and written media messages b. Identify the characteristics and effectiveness of a variety of media messages c. Craft and publish audience-specific media messages.</p> <p>a. Identify word origins and derivations b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words d. Identify and analyze figurative language e. Use word-reference materials f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</p> <p>a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p>	<p><b>Highlighted Green indicated **completed** strand. (this does <u>not</u> mean you can't still use this strand).</b></p> <p>- <b>3<sup>rd</sup> Quarter may seem like <u>a lot</u> to cover, but if you have been covering it the first 2 quarters, you should be able to touch on the strands and move on.</b></p> <p><b>Vocabulary lessons should still be going on every week!</b></p>



	<p><b>narrative nonfiction, and poetry.</b></p> <p>6.6- The student will read and demonstrate comprehension of a variety of <b>nonfiction</b> texts.</p>	<ul style="list-style-type: none"> <li>b. Make, confirm, and revise predictions</li> <li>c. Describe how word choice and imagery contribute to the meaning of a text.</li> <li>d. Describe cause and effect relationships and their impact on plot</li> <li>e. Use prior and background knowledge as context for new learning</li> <li>f. Use information in the text to draw conclusions and make inferences</li> <li>g. Explain how character and plot development are used in a selection to support a central conflict or story line.</li> <li>h. Identify the main idea</li> <li>i. Identify and summarize supporting details</li> <li>j. Identify and analyze the author's use of figurative language</li> <li>k. Identify transitional words and phrases that signal an author's organizational pattern.</li> <li>l. Use reading strategies to monitor comprehension throughout the reading process</li> </ul> <ul style="list-style-type: none"> <li>a. Use text structures such as; type, headings, and graphics to predict and categorize information in both print and digital texts.</li> <li>b. Use prior knowledge and build additional background knowledge as context for new learning.</li> <li>c. Identify questions to be answered</li> <li>d. Make, confirm, or revise predictions.</li> <li>e. Draw conclusions and make inferences based on explicit and implied information.</li> <li>f. Differentiate between fact and opinion.</li> <li>g. Identify main idea</li> <li>h. Summarize supporting details.</li> <li>i. Compare and contrast information about one topic, which may be contained in different selections.</li> <li>j. Identify the author's organizational pattern</li> <li>k. Identify cause/effect relationships</li> </ul>	
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Writing:

6.7- The student will write **narration, description, exposition, and persuasion**

6.8- The student will **edit writing** for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

Research:

6.9\*\*Continue in Quarter 4\*\*

- l. **Use reading strategies to monitor comprehension throughout the reading process**
  - a. Identify audience and purpose
  - b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas
  - c. Organize writing structure to fit mode or topic
  - d. Establish a central idea and organization
  - e. Compose a topic sentence or thesis statement if appropriate
  - f. Write multiparagraph compositions with elaboration and unity
  - g. Select vocabulary and information to enhance the central idea, tone, and voice
  - h. **Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.**
  - i. Revise sentences for clarity of content including specific vocabulary and information
  - j. Use computer technology to plan, draft, revise, edit, and publish writing
  
- a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b. Use subject-verb agreement with intervening phrases and clauses
- c. Use pronoun-antecedent agreement to include indefinite pronouns
- d. Maintain consistent verb tense across paragraphs
- e. Eliminate double negatives
- f. \*\*4<sup>th</sup> Quarter\*\*
- g. Choose adverbs to describe verbs, adjectives, and other adverbs
- h. Use correct spelling for frequently used words

**Quarter 3- Writing – PERSUASIVE**  
**Also – do a Proper Letter writing**

- Narrative can be a writing journal or shorter assignment
- Expository can be a writing journal or shorter assignment

Mini lessons include:

- Modifiers
- Standard coordination
- Subordination in complete sentences

2012-2013 Curriculum Pacing Guide		English – 6 <sup>th</sup> Grade	
Page County Public Schools			
Quarter 4 – 4 <sup>th</sup> 9 weeks			
Unit/ Content:	SOL Objectives:	Essential Knowledge/Skills & Processes to Demonstrate Mastery; Students should be able to:	Suggested Resources/ Notes:
<p>Communication: Speaking, Listening, Media Literacy</p> <p>Reading:</p>	<p>6.1 – Student will <b>participate</b> in and <b>contribute</b> to small-group activities</p> <p>6.2- The student will present, listen critically, and express opinions in oral presentations.</p> <p>6.3 – The student will <b>understand</b> the <b>elements</b> of <b>media literacy</b>.</p> <p>6.4 – The student will <b>read</b> and <b>learn</b> the <b>meanings</b> of <b>unfamiliar words</b> and <b>phrases</b> within authentic texts.</p> <p>6.5 – The student will <b>read</b> and <b>demonstrate comprehension</b> of a variety of <b>fictional</b> texts, <b>narrative nonfiction</b>, and <b>poetry</b>.</p>	<p>a. Communicate as leader and contributor b. Evaluate own contributions to discussions c. Summarize and evaluate group activities d. Analyze the effectiveness of participant interactions</p> <p>a. Compare and contrast auditory, visual, and written media messages b. Identify the characteristics and effectiveness of a variety of media messages c. Craft and publish audience-specific media messages.</p> <p>a. Identify word origins and derivations b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words d. Identify and analyze figurative language e. Use word-reference materials f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</p> <p>a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b. Make, confirm, and revise predictions c. Describe how word choice and imagery</p>	<p>Highlighted Green indicated <b>**completed** strand.</b> (this does <u>not</u> mean you can't still use this strand).</p> <p>Vocabulary lessons should still be going on each week!</p>

	<p>6.6- The student will read and demonstrate comprehension of a variety of <b>nonfiction</b> texts.</p>	<p>contribute to the meaning of a text.</p> <p>d. Describe cause and effect relationships and their impact on plot</p> <p>e. Use prior and background knowledge as context for new learning</p> <p>f. Use information in the text to draw conclusions and make inferences</p> <p>g. Explain how character and plot development are used in a selection to support a central conflict or story line.</p> <p>h. Identify the main idea</p> <p>i. Identify and summarize supporting details</p> <p>j. Identify and analyze the author's use of figurative language</p> <p>k. Identify transitional words and phrases that signal an author's organizational pattern.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process</p> <p>a. Use text structures such as; type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Identify questions to be answered</p> <p>d. Make, confirm, or revise predictions.</p> <p>e. Draw conclusions and make inferences based on explicit and implied information.</p> <p>f. Differentiate between fact and opinion.</p> <p>g. Identify main idea</p> <p>h. Summarize supporting details.</p> <p>i. Compare and contrast information about one topic, which may be contained in different selections.</p> <p>j. Identify the author's organizational pattern</p> <p>k. Identify cause/effect relationships</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process</p>	
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<p><u>Writing:</u></p>	<p>6.7- The student will write <b>narration, description, exposition, and persuasion</b></p> <p>6.8- The student will <b>edit writing</b> for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</p>	<ul style="list-style-type: none"> <li>a. Identify audience and purpose</li> <li>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</li> <li>c. Organize writing structure to fit mode or topic</li> <li>d. Establish a central idea and organization</li> <li>e. Compose a topic sentence or thesis statement if appropriate</li> <li>f. Write multiparagraph compositions with elaboration and unity</li> <li>g. Select vocabulary and information to enhance the central idea, tone, and voice</li> <li>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</li> <li>i. Revise sentences for clarity of content including specific vocabulary and information</li> <li>j. Use computer technology to plan, draft, revise, edit, and publish writing</li> </ul> <ul style="list-style-type: none"> <li>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</li> <li>b. Use subject-verb agreement with intervening phrases and clauses</li> <li>c. Use pronoun-antecedent agreement to include indefinite pronouns</li> <li>d. Maintain consistent verb tense across paragraphs</li> <li>e. Eliminate double negatives</li> <li>f. Use quotation marks with dialogue</li> <li>g. Choose adverbs to describe verbs, adjectives, and other adverbs</li> <li>h. Use correct spelling for frequently used words</li> </ul>	
<p><u>Research:</u></p>	<p>6.9- The student will <b>find, evaluate, and select appropriate resources</b> for a research <b>product</b>.</p>	<ul style="list-style-type: none"> <li>a. Collect information from multiple sources including online, print, and media</li> <li>b. Evaluate the validity and authenticity of texts</li> <li>c. Use technology as a tool to research, organize,</li> </ul>	<p><b>Research Project:</b>  <b>Quarter 4</b> - This should be when you teach:</p> <ul style="list-style-type: none"> <li>- Validity and authenticity of texts (sources)</li> </ul>

		evaluate, and communicate information d. Cite primary and secondary sources e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	- Primary and secondary sources - Plagiarism You can have a big research project due in the 4 <sup>th</sup> quarter!  <b>e-</b> This can go for an Internet safety lesson as well!
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### SOL Breakdown:

This all may seem a bit much, but if you read the strands, you'll find **you already do most of them,** and **many of the strands are similar** to others. The Writing and Research strands are the newest but the Reading and Communication has changed as well. I recommend you read through the **ENTIRE** pacing guide to familiarize yourself with it.

- **6.1** is **all** small group work.
- **6.3** – you can get your librarian to assist you with these lessons (do a collaborative unit where your class lesson is re-enforced with media literacy.)
- **6.4** – Most of this will be taken care of by a vocabulary lesson every week.
- **6.5**- This is mostly fiction and poetry
  - o 6.5 a –elements of a story
  - o 6.5b – making predictions (do this at the beginning of every story.. easy!)
  - o 6.5c – poetry lesson
  - o 6.5d- cause/effect – similar to 6.6k –focus this strand on non-fiction
  - o 6.5 e – prior knowledge should be at the beginning of every unit...easy!)
  - o 6.6f,g,h,i- All of these deal with a story line or plot
  - o 6.5 j- poetry lesson
  - o 6.5k – Organizational patterns wait to do with Non-fiction.
  - o 6.5 L- Reading strategies for fiction (do this with every story)
    - Pictures
    - Predict
    - Question
    - Headings
    - Read
      - With every story you should first:

- Ask students to predict (takes care of 6.5b)
- Activate prior knowledge of the topic (takes care of 6.5e)
- Before you read, go through your strategies (takes care of 6.5L)
- After you read:
  - Revise/confirm predictions (6.5b and 6.6d))
  - Infer/draw conclusions (6.6e and 6.5f)
  - Main idea (6.5 h and 6.6g)
  - Summarize (6.5 l, and 6.6 h)
  - Answer questions you had (6.6c)
- **6.6** – This strand is mostly about Non-fiction
  - 6.6a – Text structures - This should be done before any **non-fiction** text reading
  - 6.6b – Same as 6.5e (do this with every non-fiction story... easy!)
  - 6.6c – This is part of the reading strategies (question)
  - 6.6d – Same as 6.5b (predict... aslo part of the reading strategies)
  - 6.6e , f, g, h , i, j, k – These all pertain to Non-fiction. Mini-lessons, modeling, and direct instruction will clear these strands up easily. (just don't forget to go back and re-enforce what you teach...non-fiction is tricky). These incorporate **all** organizational patterns.
  - 6.6L – same as 6.5 L above – Reading strategies (before you read non-fiction)
    - Text structures (takes care of 6.6a)
    - What do we already know about the topic (6.6b)
    - Question (6.6c)
    - Predict (6.6d)
    - Read

**6.7** – This is a new-ish strand. We've always had the writing process, but this takes it a bit more in depth. That's good, because now we can have mini-lessons to make our students stronger in writing.

**6.8** – This is also slightly different. This strand deals mostly with editing. Make sure to conference with your students about their writing and maybe create an editing sheet for your students to use when correcting others' papers. Don't forget to teach some of these ( like 6.8 e) if your students don't know what they are.

**6.9** – Research is completely new. This used to be grouped with the "writing" strand. The easiest and most effective way to do this is to get your librarian involved. Tthe majority of 6.9 is not taught until quarter 4 after the SOL's – that's when you can have fun with it! (maybe do 2 research project... the first the teacher gives the topic and walks students through **exactly** what to do. The second, the student gets to pick their own topic and turn them loose. See what they learned and can do. (teacher approved topic of course ☺)