

Grade 6 Fourth Nine Weeks

Acquisition of Vocabulary
A 1 Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
C 2 Apply knowledge of connotation and denotation to determine the meaning of words.
B 3 Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
C 4 Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.
D 5 Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.
F 7 Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Applications: Literary Text
A 1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
B 2. Analyze the influence of setting in relation to other literary elements.
B 4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
F 7. Identify examples of foreshadowing and flashback in a literary text.
F 8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
G 9. Examine symbols used in literary texts.

Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
B 2 . Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
C 3 . Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
C 4 . Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
C 5 . Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text
A 1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
A 2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
C 4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
B 5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
B 8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
A 9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

Writing Processes
A 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
B 2. Conduct background reading, interviews or surveys when appropriate.
A 3. Establish a thesis statement for informational writing or a plan for narrative writing.
A 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
B 5. Use organizational strategies (e.g., notes and outlines) to plan writing.
C 6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
C 7. Vary simple, compound and complex sentence structures.
C 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
C 10. Use available technology to compose text.
C 11. Reread and analyze clarity of writing and consistency of point of view.
C 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
C 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
C 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
D 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
E 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Writing Applications
E5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

Research
B.3 Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
C.5 Compare and contrast important findings and select sources to support central ideas, concepts and themes.
D.6 Use quotations to support ideas.
D.7 Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
E.8 Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

Communication: Oral and Visual
C.5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
C.6 Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
C.7 Adjust speaking content and style according to the needs of the situation, setting and audience.

Patterns, Functions and Algebra
K.4 Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.
K.5 Produce and interpret graphs that represent the relationship between two variables.

Number, Number Sense and Operations
D3. Explain why a number is referred to as being "rational," and recognize that the expression $\frac{a}{b}$ can mean a parts of size $\frac{1}{b}$ each, a divided by b , or the ratio of a to b .
C4. Describe what it means to find a specific percent of a number, using real-life examples.
C5. Use models and pictures to relate concepts of ratio, proportion and percent, including percents less than 1 and greater than 100.
E6. Use the order of operations, including the use of exponents, decimals and rational numbers, to simplify numerical expressions.
D9. Give examples of how ratios are used to represent comparisons; e.g., part-to-part, part-to-whole, whole-to-part.

Data Analysis and Probability
A1. Read, construct and interpret line graphs, circle graphs and histograms.
E2. Select, create and use graphical representations that are appropriate for the type of data collected.
D3. Compare representations of the same data in different types of graphs, such as a bar graph and circle graph.
F4. Understand the different information provided by measures of center (mean, mode and median) and measures of spread (range).
B5. Describe the frequency distribution of a set of data, as shown in a histogram or frequency table, by general appearance or shape; e.g., number of modes, middle of data and level of symmetry, outliers.
G6. Make logical inferences from statistical data.
K7. Design an experiment to test a theoretical probability and explain how the results may vary.

Science and Technology
A1. Explain how technology influences the quality of life.
A2. Explain how decisions about the use of products and systems can result in desirable or undesirable consequences (e.g., social and environmental).
A3. Describe how automation (e.g., robots) has changed manufacturing including manual labor being replaced by highly-skilled jobs.
A4. Explain how the usefulness of manufactured parts of an object depend on how well their properties allow them to fit and interact with other materials.
B5. Design and build a product or create a solution to a problem given one constraint (e.g., limits of cost and time for design and production, supply of materials and environmental effects).

Scientific Ways of Knowing
C4. Describe how the pursuit of scientific knowledge is beneficial for any career and for daily life.
C5. Research how men and women of all countries and cultures have contributed to the development of science.

Social Studies Skills and Methods
A1. Use multiple sources to define essential vocabulary and obtain information for a research project including: <ul style="list-style-type: none"> a. Almanacs; b. Gazetteers; c. Trade books; d. Periodicals; e. Video tapes; f. Electronic sources.
B2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
B3. Organize information using outlines and graphic organizers.
B4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
C5. Complete a research project that includes a bibliography.
C6. Communicate a position on a topic orally or in writing and support the position with evidence.
D7. Work effectively to achieve group goals: <ul style="list-style-type: none"> a. Engage in active listening; b. Provide feedback in a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others.

History
D5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including: <ul style="list-style-type: none"> a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions.