

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI) 2007	Strategies/Skills/Concepts/Secure Goals  By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
	<p><b>A1. Interconnected Elements</b></p> <p><b>Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetic</i>s, and <i>fluency</i>.</b></p> <p>a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a variety of strategies including <i>context cues</i>, definition, example, restatement, and compare/contrast.</p> <p>d. Use <i>phonics</i>, <i>word parts</i>, and word relationships when necessary to maintain fluency and meaning as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension by summarizing and making generalizations of whole texts, parts of texts, and across texts.</p>	<p>a. Use collaborative</p> <p>e, f. Learning Describing character development Predict possible events Question Validate for response from text</p> <p>b,c,d. Use prefix, suffix, and word parts Create vocabulary lists in content areas</p>	<p><u>The Cay</u>, Theodore Taylor</p> <p><u>Heart of a Chief</u>, Joseph Bruchac <u>Fever, 1793</u>, Laurie Halse Anderson Gary Paulsen Author <u>Hoot</u></p> <p>Spelling Connections</p> <p>3 minute Reading Assessments</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Teacher created prompts</p> <p>Science Fair/Cultural Fair Procedure</p> <p>Reading Counts</p> <p>Teacher created assessments</p> <p>Projects/rubrics</p> <p>Spelling Connections</p> <p>Reading Response Assessments</p> <p>3 minute Reading Assessments</p>

	<p><b>A2. Literacy Texts</b></p> <p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics noting how <b>structural features</b> and common <b>literary devices</b> help shape the reader's response.</p> <p>a. Describe external and internal <i>conflicts of the characters</i> and their effect on the <i>plot</i>.</p> <p>b. Analyze the influence of the setting on the problem and its resolution.</p> <p>c. Explain the difference between <i>first-person</i> and <i>third-person narration</i>.</p> <p>d. Explain how the effects of common <i>literary devices</i>, including <i>imagery, symbolism, or metaphors</i>, in a variety of fictional and literary nonfiction texts, help the reader understand the text.</p> <p>e. Describe the <i>theme</i> of a selection, whether implied or stated directly.</p> <p>f. Identify how meaning is conveyed in poetry through <i>figurative language, rhythm, alliteration, and rhyme</i>.</p> <p>g. Identify various genres of literature and their purposes.</p>	<p>Use collaborative learning</p> <p>Describe character development</p> <p>Personal interviews</p> <p>Describe or Identify</p> <ul style="list-style-type: none"> <li>• elements of a story</li> <li>• dialogue</li> <li>• conflict</li> <li>• characterization</li> <li>• setting</li> <li>• speaker tags</li> <li>• character growth</li> </ul> <p>Identify or describe</p> <ul style="list-style-type: none"> <li>• end rhyme</li> <li>• couplets</li> <li>• triplets</li> <li>• quatrain</li> <li>• patterns/stanza</li> </ul> <p>Use simile/metaphor</p> <p>Use alliteration</p> <p>Use formula poems</p>		<p><b>ELA Common Assessment-Grade 6</b></p> <p>Projects/rubrics</p> <p>Reading Counts</p> <p>Teacher created quizzes, tests, assessments</p> <p>Poetry</p> <p>Literature Guides</p> <p>Writing pieces with rubric</p>
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	<p><b>A3. Informational Texts</b></p> <p>Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.</p> <p>a. Create and revise questions that can be answered by using <i>text structures</i> and information found within texts.</p> <p>b. Identify the <i>text structures</i> of informational publications including newspapers, magazines, and online sources and use them to obtain information.</p> <p>c. Identify and trace the development of an author's argument, purpose, position, or perspective to aid comprehension.</p> <p>d. Make reasonable statements and draw conclusions that are supported with evidence from the text.</p> <p>e. Follow multi-step instructions related to a content area text or technical manual.</p>	<p>Write questions to guide research</p> <p>Categorize a topic</p> <p>Paraphrase information</p> <p>Use informational text</p>	<p>Variety of short stories, magazine articles and references</p> <p>Library skills</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Research Report</p> <p>Informational articles</p>
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	<p><b>A4. Persuasive Texts</b></p> <p><b>Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.</b></p> <p>a. Recognize arguments for and against issues.</p> <p>b. Identify the author’s position or perspective.</p> <p>c. Distinguish among facts, supported inferences, and opinions.</p> <p>d. Summarize the author’s position or perspective.</p> <p>e. Identify purpose and intended audience of a text.</p> <p>f. Identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, and testimonial.</p>	<p>Identify author’s point of view</p> <p>Use a variety of nonfiction text and utilize the different features</p> <p>Understand different points of view</p> <p>Create a thesis</p> <p>Choose an effective lead</p>	<p>Variety of books with nonfiction text features</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Nonfiction project with rubric</p> <p>Research Project</p>
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	<p><b>B1. Interconnected Elements</b></p> <p>Students use a <i>writing process</i> to communicate for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> <li>a. Determine a purpose for writing.</li> <li>b. Decide which information is included to achieve the desired purpose.</li> <li>c. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate.</li> <li>d. Edit for correct grammar, usage, and mechanics.</li> <li>e. Write to achieve a specific purpose.</li> <li>f. Create <i>legible</i> final drafts.</li> </ul>	<p>Identify a topic/narrow focus</p> <p>Edit with peer, teacher, self</p> <p>Revise using English conventions</p> <p>Recognize and use grammar correctly and appropriately</p> <p>Write a final draft</p>	<p>John Collins Writing Program</p> <p>MEA Rubric and edit symbols</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Research project</p> <p>Personal narrative</p> <p>Poetry mini book</p>

	<p><b>B2. Narrative</b></p> <p>Students write <i>narratives</i> that convey complex ideas, observations, events, or reflections.</p> <p>a. Establish a <i>plot</i> or other narrative structure, <i>point of view</i>, setting, and <i>conflict</i>.</p> <p>b. Develop <i>characters</i>.</p> <p>c. Use a range of <i>narrative strategies</i> for effect including dialogue and suspense.</p> <p>d. Use <i>stylistic devices</i> including figurative language and <i>point of view</i> to clarify, enhance, and develop ideas.</p>	<p>Choose an effective hook</p> <p>Read from a variety of narrative styles</p> <p>Use figurative and descriptive language</p> <p>Include dialogue with speaker tags</p> <p>Use clear beginning, middle, and end</p> <p>Identify or describe</p> <ul style="list-style-type: none"> <li>• Elements of a story</li> <li>• Dialogue commas</li> <li>• Conflict</li> <li>• Characterization</li> <li>• Setting</li> <li>• Speaker tags</li> <li>• Plot with turning point</li> <li>• Character growth</li> </ul>	<p>Variety of literature and trade books-library source</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Final draft with Rubric</p>
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<p><b>Research Report</b></p>	<p><b>B3. Argument/Analysis</b></p> <p><b>Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.</b></p> <p>a. Summarize and paraphrase and/or explain information from reading, listening, or viewing.</p> <p>b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.</p>	<p>Expository Writing H1,2,6 G4,5,8 D2,3,4</p> <p>Use a five paragraph essay with good topic development Choose an effective lead Create a thesis</p> <p>D8, H3 D2,3,4,5,6,7,8 D2,6 A1,2 H4,5,6,7 H8 D3</p> <p>Use multiple sources Use APA format Use informational text Use concept maps/organizers Write questions to guide research Categorize a topic Use a traditional outline Paraphrase information</p>	<p>Variety of short stories, magazine articles, and references</p> <p>Library skills Field trip Series of videos on research Newspaper articles</p> <p>Nonfiction genre biography and auto biography Reading Counts Independent reading (choice) <u>Hacker, Diana A Pocket Style Manual (2004)</u> APA Manual</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Science fair report Informational article</p> <p>Variety of nonfiction writing in content areas</p>
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<p><b>Research Report</b></p>	<p><b>B5. Practical Applications</b></p> <p><b>Students write simple business letters and documents related to career development.</b></p> <p>a. Write information purposefully and succinctly to meet the needs of the audience.</p> <p>8<sup>th</sup> b. Write to convey specific requests for detailed information.</p> <p>8<sup>th</sup> c. Follow a conventional format for writing resumes, memoranda, and/or proposals.</p> <p>d. Write multi-step directions, with annotation where appropriate, for completing a task.</p>		<p>Scientific method resources:  Library skills  Series of videos on research  Newspaper articles  Variety of books with nonfiction text features</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Science Fair backboard:  Abstract  Materials list  Conclusion  Procedure list</p>
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	<p><b>D1. Grammar and Usage</b></p> <p><b>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</b></p> <p>a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.</p> <p>b. Use compound complex sentences.</p> <p>c. Use active and passive voices effectively.</p>		<p>Writer’s Choice-Glencoe Edhelper.com Teacher Vision-Funbrain</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Writing Prompt Nonfiction topic Personal narrative</p>

	<p><b>D2. Mechanics</b></p> <p><b>Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</b></p> <p>a. Use correct capitalization and punctuation including commas and semi-colons.</p> <p>b. Correctly spell frequently misspelled words and common <i>homophones</i>.</p>		<p>Spelling Connections- Spelling Program John Collins Writing Program MEA Rubric and Edit sumbols</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Science fair-research report w/rubric Personal narrative Nonfiction projects Report poster Mini book Poetry</p>
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	<p><b>E1. Listening</b></p> <p><b>Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.</b></p> <p>a. Ask appropriate clarifying questions.</p> <p>b. Summarize and apply information presented.</p> <p>c. Acknowledge and build upon the ideas of others.</p>		<p>Protocols</p> <p>Articles</p>	<p><b>ELA Common Assessment-Grade 6</b></p> <p>Science Fair presentation</p> <p>Short story for Reading Counts</p> <p>Discussion circles w/summaries</p>

	<p><b>E2. Speaking</b></p> <p><b>Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</b></p> <p>a. Organize and present information logically.</p> <p>b. Adjust volume, tone, eye contact, and gestures to suit the audience.</p> <p>c. Use conventions of <i>Standard American English</i>.</p> <p>d. Seek feedback and revise to improve effectiveness of communication.</p> <p>e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.</p>			<p><b>ELA Common Assessment-Grade 6</b></p> <p>Book talks</p> <p>Science Fair</p> <ul style="list-style-type: none"> <li>• Oral speaking</li> </ul> <p>Short report-outs</p>
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