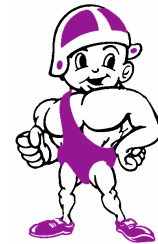


Fremont City Schools

English Language Arts Grade 6



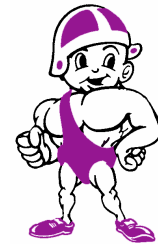
Grading Period 4

Lesson 26: Next Stop Neptune: Experiencing the Solar System - Lesson 30: Into the Deep

Standard	GLI's
Acquisition of Vocabulary	Ongoing/Test Quarterly: 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
Reading Process: Concepts of Print, Comprehension	Ongoing/Assess by teacher observation: 7. 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. *8. List questions and search for answers within the text to construct meaning. *9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others). *10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). Ongoing/Test Quarterly: 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions. 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Reading Applications: Information, Technical and Persuasive Text	Ongoing/Test Quarterly: 2. Analyze examples of cause and effect and *fact and opinion. 7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform. 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.
Reading Applications: Literary Text	Ongoing/Test Quarterly: 1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions. 2. Identify the features of setting and explain their importance in literary text.

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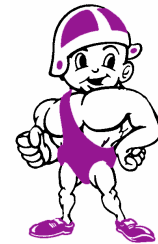
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Standard	GLI's
	<p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</p> <p>6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.</p> <p>7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p>
Writing Conventions	<p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p> <p>Ongoing/Test Quarterly:</p> <p>1. Spell frequently misspelled and high-frequency words correctly.</p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p> <p>4. Use correct capitalization.</p>
Writing Applications	<p>5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p> <p>Ongoing:</p> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>
Writing Processes	<p>* Teach and assess the following ongoing GLI's using the persuasive pieces:</p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p> <p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p> <p>4. Determine a purpose and audience.</p> <p>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p> <p>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.</p> <p>7. Vary simple, compound and complex sentence structures.</p>

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Writing Processes	<p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p> <p>9. Vary language and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>
Communication: Oral and Visual	<p>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p> <p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none">a. establish a clear position;b. include relevant evidence to support position and to address potential concerns of listeners; andc. follow organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). <p>Ongoing/Assess the following during quarterly presentations:</p> <ol style="list-style-type: none">1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).2. Summarize the main idea and draw conclusions from presentations and visual media.3. Interpret the speaker's purpose in presentations and visual media

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Standard	GLI's
	<p>(e.g., to inform, to entertain, to persuade).</p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p> <p>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</p> <p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p> <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details (Qtr. 4- persuasive presentation).</p>
Research	<p>The research indicators below can be taught and assessed before 4th quarter, if desired, if they tie in with a cross-curricular unit in which students are already doing a research project.</p> <p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p> <p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources, and Internet-based resources).</p> <p>3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.</p> <p>4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).</p> <p>5. Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</p> <p>*6. Use quotations to support ideas.</p> <p>7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).</p> <p>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.</p>

Bold-typed indicators will be assessed at the end of this quarter only.

*Supplemental materials will be necessary to cover this indicator, as it is either weak or missing completely from the series.