

	1st Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.
6.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.
6.3.R.3	Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme ● conflict (i.e., internal and external)
6.3.R.4	Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme ● conflict (i.e., internal and external)
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.
6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.8.R.	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
6.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.
	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	analyze, genre
	compare, contrast, protagonist, internal conflict, metaphor, imagery, point of view, informational, antagonist, external conflict, onomatopoeia, symbolism, setting, plot, theme, simile, hyperbole, tone
	infer, synonym, homographs, affixes, antonym, homonyms, root words, analogy
	simple, compound, complex sentences
	primary source, secondary source

	2nd Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
6.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.
6.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.
6.2.W.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.
6.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.
6.3.R.3	Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme ● conflict (i.e., internal and external)

6.3.R.4	<p>Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>
6.3.W.1	<p>NARRATIVE</p> <p>Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.</p>
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.R.3	Students will recognize the subject and verb agreement.
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings.
6.6.W.4	Students will summarize and present information in a report.
6.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
6.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.

	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	analyze, edit, genre, revise, organizational structure
	compare, contrast, protagonist, internal conflict, metaphor, imagery, dialogue, informational, antagonist, external conflict, onomatopoeia, symbolism, narrative, plot, theme, simile, hyperbole, tone
	inter, synonym, homographs, affixes, antonym, homonyms, root words, analogy
	subject verb agreement, apostrophe, colon, quotation mark, comma, semi-colon
	primary source, secondary source, summarize

	3rd Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
6.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.
6.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.
6.2.W.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
6.3.R.5	Students will categorize facts included in an argument as for or against an issue.
6.3.R.6	Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.
6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.
6.3.W.2	INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.

6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
6.5.W.3	Students will use intensive and reflexive pronouns
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings.
6.6.W.4	Students will summarize and present information in a report.
6.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
6.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.
	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	main idea, analyze, edit, supporting details, genre, revise, sequencing, organizational structure
	fact, opinion, compare, contrast, cause, effect, pro, con, inference
	infer, synonym, homographs, affixes, antonyms, homonyms, root words, analogy
	pronouns, intensive, reflexive
	primary source, secondary source

	4th Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
6.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.
6.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.
6.2.W.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
6.3.R.5	Students will categorize facts included in an argument as for or against an issue.
6.3.R.6	Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.
6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.
6.3.W.3	OPINION - Grade Level Focus Students will clearly state an opinion supported with facts and details.
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.
6.5.W.5	Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings
6.6.W.4	Students will summarize and present information in a report.
6.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
6.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.
	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	main idea, analyze, edit, supporting details, genre, revise, sequencing, organizational structure
	pro, con, cause, effect, compare, contrast, inference
	pronoun
	primary source, secondary source
	infer, synonyms, homographs, affixes, antonyms, homonyms, root words, analogy

	5th Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.3.W.3	OPINION - Grade Level Focus Students will clearly state an opinion supported with facts and details.
6.3.W.4	Students will show relationships among facts, opinions, and supporting details.
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.
6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
6.5.R.3	Students will recognize the subject and verb agreement.
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.
6.5.W.3	Students will use intensive and reflexive pronouns.
6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.
6.5.W.5	Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings
6.6.W.3	Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.
6.6.W.4	Students will summarize and present information in a report.
6.7.R.1	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.
6.7.R.2	Students will analyze the impact of selected media and formats on meaning.
6.7.W.1	Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.
6.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.
	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	main idea, genres, supporting details, sequencing
	fact, opinion, details,
	infer, synonym, homographs, affixes, antonym, homonyms, root words, analogy
	simple, compound, complex, subject verb agreement, comma, apostrophe, quotation mark, pronouns, semi-colon, intensive
	primary source, secondary source

	6th Six Weeks
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.3.W.3	OPINION - Grade Level Focus Students will clearly state an opinion supported with facts and details.
6.3.W.4	Students will show relationships among facts, opinions, and supporting details.
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.
6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
6.5.R.3	Students will recognize the subject and verb agreement.
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.
6.5.W.3	Students will use intensive and reflexive pronouns.
6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.
6.5.W.5	Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings
6.6.W.3	Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.
6.6.W.4	Students will summarize and present information in a report.
6.7.R.1	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.
6.7.R.2	Students will analyze the impact of selected media and formats on meaning.
6.7.W.1	Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.
6.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.
	Academic Vocabulary
	interpret, clarify, formal, informal, verbal, nonverbal
	main idea, genres, supporting details, sequencing
	fact, opinion, details,
	infer, synonym, homographs, affixes, antonym, homonyms, root words, analogy
	simple, compound, complex, subject verb agreement, comma, apostrophe, quotation mark, pronouns, semi-colon, intensive
	primary source, secondary source