

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
	Reading Comprehension	Sequence	-identify sequence as the order of events -use clue words to keep track of the order of events in fiction	S 1-4	Skills test Unit 1 test
		Author's Viewpoint	-recognize that the way an author looks at a subject is author's viewpoint -identify words , phrases and details that reveal an author's viewpoint	S2	Skills test Unit test 1
		Cause and Effect	-find effects by asking "What happened?" and find causes by asking "Why did it happen?" -identify multiple effects of a cause or multiple cause of effects	S1	Skills test Unit test 1
		Generalizing	-recognize generalizations as	S3	Skills test Unit 1

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Character	broad statements that refer to several people or things -use clue words to identify generalizations -recognize that characters are the people or animals in stories -learn about characters by analyzing what they think, say, and do and by noticing how other characters treat them	S2	Skills Test 1 Benchmark Test Units 1,2

SKILLS MAPPING

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Making Judgments	-identify a judgment and find evidence in the text to support the judgment -use their own experiences and information from the text to make a judgment, or form an opinion, about someone or something	S3	Skills test Unit 2 test
		Predicting	-use what they know and clues in the story to predict what will happen next and give a rationale for their prediction -evaluate and revise a prediction after further reading	S2	Skills test Unit 3 test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Setting	-use detail in the story to infer setting -recognize the influence of setting on the plot, characters and mood	S2	Skills test Unit 2 test Benchmark test 2,4
		Visualizing	-recognize author's use of imagery and detail to create mental image -identify imagery and sensory details	S2	Skills test Unit 6 test Benchmark test 6
		Persuasive devices	-recognize that author's use special techniques, persuasive devices, to influence readers beliefs -distinguish between facts and ideas that appeal to reason and loaded words that appeal to emotion	S3	Skills test Unit 2 test Benchmark test 2
		Drawing Conclusions	-draw conclusions by forming sensible decisions or opinions	S3	Skills test Unit 4 test Benchmark test 4,5,6

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Compare and Contrast	On what they have read and their own experiences -locate facts and details in the reading to show that their conclusions are sensible -explain how 2 or more things are alike and different -identify clue words that help point out likeliness and difference	S1	Skills test Unit 3 test
		Cause and Effects	-learn how to identify cause/effect by asking questions and using clue words -create a diagram to understand cause and effect when no clue words are given	S1	Skills test Unit 3 test Benchmark test 1,3,4,5,6
		Summarizing	-learn how to summarize to recall, inform, or organize ideas	S3	Skills test Unit 5 test
		Theme	-identify a theme, or underlying meaning or message of a story, by asking questions	S2	Skills test Unit 3 test Benchmark test 3

SKILLS MAPPING

SUBJECT ELA

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Drawing Conclusions	-understand that a story can have more than one theme -draw conclusions, or make thoughtful decisions, based on details in the story and personal experience -test conclusions by reexamining the evidence on which they are based	S2	Skills test Unit 4 test
		Plot	-recognize that the plot , or series of major events in a story , consist of conflict, rising action, climax, and resolution (denouement) -identify the elements of plot in a reading selection	S2	Skills test Unit 4 test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Main Idea and Supporting Details	-identify main idea and supporting details of a selection	S1	Skills test Unit 4 test
		Text Structure	-identify the organization of a written work -recognize nonfiction is organized by some logical structure	S1	Skills test Unit 5 test
		Author's Purpose	-identify author's purpose, or reason for writing based on details in the text -recognize an author's purpose influences the author's style and how a reader approaches a text	S2	Skills test Unit 4 test
		Fact and Opinion	-understand that statements of fact can be proven true	S1	Skills test Unit 6 test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		<p data-bbox="768 678 951 711">Context Clues</p> <p data-bbox="768 1015 995 1047">Steps in a Process</p>	<p data-bbox="1060 383 1331 1279">Or false, but statements of opinion, or personal views, cannot -recognize that sometimes a statement includes both facts and opinions -use context clues, or words that come before or after an unknown word, to figure out the word's meaning -use a dictionary to check the meaning of a word to define by context clues -recognize that a sequence of actions or steps in a process can lead to a product or goal -use clue words , etc. to keep steps in order</p>	<p data-bbox="1352 683 1419 711">S 1-4</p> <p data-bbox="1352 1019 1388 1047">S1</p>	<p data-bbox="1644 683 1776 743">Skills test Unit 5 test</p> <p data-bbox="1644 1019 1776 1079">Skills test Unit 5 test</p>

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Summarizing	-summarize a story by describing the most important events -keep summaries brief by focusing on main actions	S2	Skills test Unit 5 test
		Character	-learn about fictional characters by analyzing what they think, say, and do and how other characters treat them -identify character traits as permanent aspects of personality	S2	Skills test Unit 1 test
		Generalizing	-recognize that generalizations are broad statements about many people or things that often use clue words -distinguish between valid and faulty generalizations	S3	Skills test Unit 1 test

SKILLS MAPPING

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Author's Viewpoint/Bias	-identify an author's viewpoint as the way an author thinks and feels about something	S3	Skills test Unit 1 test
		Graphic Sources	-distinguish between balanced and biased writing -explain how graphics such as maps and graphs relate to a selection -compare information in a selection to graphics	S1	Skills test Unit 6 test
		Paraphrasing	-understanding paraphrasing as restating author's ideas in their own words -check paraphrasing by asking questions	S1	Skills test Unit 6 test

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Fact and Opinion	-recognize that statements of fact can be proven true or false, statements of opinion or personal beliefs and judgments, cannot -understand that valid statements of opinion are supported by evidence and reasonable ideas; faulty statements of opinion are not	S1	Skills test Unit 6 test
	Vocabulary	Unfamiliar Words	- use context clues to figure out meanings of unfamiliar words -use knowledge of word order to confirm word meaning -use new vocabulary in assigned writing pieces	S1-4	Unit test 1-5

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Antonyms	<ul style="list-style-type: none">- use antonyms as context clues to figure out unfamiliar words- use knowledge of word order to confirm word meaning- use new vocabulary to talk about historical events	S1-4	Unit tests 1-6
		Multiple-Meaning Words	<ul style="list-style-type: none">- use context clues to choose the correct meaning of a multiple-meaning word- use new vocab. to describe a favorite house	S1-4	Unit tests 1,3,4,5,6
		Synonyms	<ul style="list-style-type: none">- use synonyms as context clues to understand unfamiliar words- use knowledge of word order to confirm word meaning- use new vocab. to write about a difficult situation	S1-4	Unit test 1,2,4,5,6

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
	Word Study/Phonics/	Homonyms	-draw on experiences and clues to determine the correct meaning of homonyms -use new vocab. to complete a given assignment	S1-4	Unit tests 2,6
		Common Word Patterns: CVCe, VCCV	-identify and decode words w/ the CVCe pattern and the VCCV pattern	S1-4	Post tests
		Vowel Digraphs	-identify and decode words with vowel digraphs ai, ay, ea, ee, ie, ei	S1-4	Post tests
		Diphthongs and Digraphs	-identify and decode words with diphthongs and digraphs (au, aw, ew, ou)	S1-4	Post tests
		Vowel Sounds with r	-identify and decode words with r controlled vowels orl, ur, ir	S1-4	Post tests

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Complex Spelling Patterns	-identify complex spelling patterns to help students read words using ough	S1-4	Post tests
		Consonant sounds for c and g	-identify and decode words with hard and soft c and g	S1-4	Post tests
		Silent consonants	-identify and decode words with silent consonants	S1-4	Post tests
		Compound Words	-identify and decode compound words	S1-4	Post tests
		Base Words	-decode unfamiliar words by identifying base words	S1-4	Post tests
		Complex Spelling Patterns	-decode words with ou, recognizing sounds letters may represent	S1-4	Post tests
		Regular Plurals	-recognize and form regular plurals	S1-4	Post tests
		Irregular Plurals	-identify and decode regular plural nouns	S1-4	Post tests

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Schwa Sound	-identify and decode schwa sound	S1-4	Post tests
		Vowels in final syllables/schwa sound	-decode words where the schwa sound is in the final syllable	S1-4	Post tests
		Contractions	-identify and decode contractions	S1-4	Post tests
		Inflected Endings - ed, -ing	-add the inflected ending to verbs	S1-4	Post tests
		Inflected Endings - er, est	-decode words with the inflected endings er and est	S1-4	Post tests
		Inflected Endings	-add inflected endings to verbs and adjectives that require spelling changes	S1-4	Post tests
		One or More Consonants	-identify and decode words with VCV, VCCV an	S1-4	Post tests
		Word Building	-distinguish between stressed and unstressed syllables as they decode	S1-4	Post tests

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Prefixes un-, re-, in-	-determine meanings of derivatives by applying knowledge of the meanings of base words and affixes	S1-4	Post tests
		Suffixed -ly, -ful,-ible	-use structural analysis to identify base words and suffixes -identify and decode singular possessives	S1-4	Post tests
		Singular Possessives	-structural analysis to identify base words with suffixes	S1-4	Post tests
		Suffixes -ate, -ive, -ship	-identify and decode possessive forms of regular/irregular plural nouns	S1-4	Post tests
		Plural possessives	-identify and decode words with vowel digraphs	S1-4	Post tests
		Vowel Digraphs ei, oa, oo, ow	-identify and decode words with diphthongs and digraphs au, ew, oi, ou	S1-4	Post tests
		Diphthongs and Digraphs		S1-4	Post tests

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
	Writing	R Controlled Vowels	-identify and decode words with r controlled vowels	S1-4	Post Tests
		Words with ci and ti	-decode words with letters that don't have sound clues and suffixes that change the pronunciation of base words	S1-4	Post Tests
		Word Building	-distinguish shifts of stress among related words	S1-4	Post Tests
		Grammar	-distinguish between sentences and fragments -form sentences from fragments -recognize that sentences begin with capital letters -identify, write and punctuate declarative, interrogative, imperative and exclamatory sentences	All writing standards	Grammar Book

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Narrative Writing	-write a journal entry	All writing standards	Writing Piece
		Grammar	-recognize and use correct end punctuation -write declarative, interrogative, imperative and exclamatory sentences -identify and form sentences with complete subjects and predicates	All writing standards	Grammar Book
		Expository Writing	-write a news article	All writing standards	
		Grammar	-recognize and use subjects , predicates , independent and dependent clauses	All writing standards	Writing Piece
		Expository Writing	-write a cause and effect paper	All writing standards	Writing Piece
		Grammar	-recognize independent clauses, dependent clauses, compound and complex sentences	All writing standards	Grammar Book

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Expository Writing	-use independent and dependent clauses in sentences -combine short sentences to make compound and complex sentences	All writing standards	Writing Piece
		Grammar	-write an e-mail message	All writing standards	Grammar Book
		Grammar	-form compound and complex sentences -combine simple sentences to form compound sentences	All writing standards	
		Narrative Writing	-write a personal narrative	All writing standards	Writing Piece
		Grammar	-recognize and form simple and complete sentences -use simple and complete subjects in sentences -distinguish between common and proper nouns -capitalize proper nouns		Grammar Book

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Narrative writing	-write a well-written fable	All writing standards	Writing Piece
		Grammar	-identify concrete, abstract, common, proper, regular and irregular nouns -use common and proper nouns in sentences -use regular and irregular plural nouns in sentences	All writing standards	Grammar Book
		Descriptive Writing	-use personification in writing	All writing standards	Writing Piece
		Grammar	-form and use regular and irregular nouns -use and recognize possessive nouns	All writing standards	Grammar Book
		Descriptive Writing	-use supporting details	All writing standards	Writing Piece
		Grammar	-recognize how end punctuation and commas clarify sentences for readers -use end marks and commas to punctuate your sentences -recognize and use commas in sentences with nouns in a series and direct address		Grammar Book

SKILLS MAPPING

SUBJECT ELA

GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Narrative Writing	-improve sentence style using a mix of sentence structures and descriptive details	Standard 2	Writing Piece
		Grammar	-identify complete and simple subjects -form sentences with simple and complete subjects and predicates -recognize singular verbs agree with singular subjects and plural verbs agree with plural subjects -use correct singular and plural verbs in sentences	All writing standards	Grammar Book
		Descriptive Writing	-write a description using sensory language and visualization techniques	All writing standards	Writing Piece
		Grammar	-recognize complete, simple, and compound predicates in sentences	All writing standards	Grammar Book

SKILLS MAPPING

SUBJECT ELA

GRADE 6

	Topic	Content	Skills	Performance Objective	Assessment
		Narrative Writing	-understand and identify verbs (including action and linking) and write sentences including these verbs	Standard 2	Writing Piece
		Grammar	-write a scene of a play	All writing standards	Grammar Book
		Descriptive Writing	-recognize that action verbs tell what a subject does		
			-identify and use action and linking verbs correctly		
			-understand and use verb tenses (present, past and future)	All writing standards	Writing Piece
		Grammar	-elaborate sentences effectively		
			-relate sentences to the topic		
			-rewrite past, present and future tense verbs into other tenses	All writing standards	Grammar Book
			-understand and use perfect and		

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Persuasive Writing	Progressive verb tense -write a persuasive essay that explains author's viewpoint	Standard 1	Writing Piece
		Grammar	-use present and past tense of verbs correctly -form the past and present participle forms -write sentences using correct verb tenses -understand, identify and use irregular verbs correctly	All writing standards	Grammar Book
		Descriptive Writing	-write a humorous poem using expressive language, rhythm, rhyme, alliteration and sensory words	Standard 2	Writing Piece
		Grammar	-use verbs correctly with singular subjects -recognize plural subjects and verbs -recognize direct objects, indirect objects, and subject complements	All writing standards	Grammar Book

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Descriptive Writing	-use subject complements in sentences -write compare and contrast essays using details -use transition words and phrases to highlight similarities and differences	Standard 1	Writing Piece
		Grammar	-identify and write complete subjects with modified nouns -understand and identify adjectives	All writing standards	Grammar Book
		Descriptive Writing	-write a well-written analogy	Standard 1	Writing Piece
		Grammar	-identify adjectives that tell what kind, how many, and how much -use articles a, and, the in a sentence -understand and practice comparative and superlative adjectives	All writing standards	Grammar Book

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Expository Writing	-write a business letter	All writing standards	Writing Piece
		Grammar	-use , form, write, and understand comparative and superlative adjectives	All writing standards	Grammar Book
		Descriptive Writing	-write about and artist using biographical detail	Standard 1	Writing Piece
		Grammar	-recognize and use adverbs to modify verbs -use comparative and superlative adverbs correctly -understand how adjectives and adverbs can be used to improve sentences -improve sentences by using adjectives and adverbs	All writing standards	Grammar Book

SKILLS MAPPING

SUBJECT ELA

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Expository Writing	-organize ideas by subject or chronology using index cards and graphic organizers	Standard 3	Writing Piece
		Grammar	-identify adjectives that modify nouns -use adjectives to improve sentences -learn how to avoid writing sentences with misplaced modifiers -identify and correct sentences with misplaced modifiers	All writing standards	Grammar Book
		Expository Writing	-write a report that clearly states the purpose	All writing standards	Writing Piece
		Grammar	-understand and use singular, plural and possessive nouns and pronouns -use an apostrophe to form singular and plural possessive nouns	All writing standards	Grammar Book

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SUBJECT ELA

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Expository Writing	-create a multimedia presentation using more than one kind of medium	Standard 1	Writing Piece
		Grammar	-recognize that pronouns can take the place of nouns and noun phrases -use pronouns and contractions -identify subject, object and possessive pronouns	All writing standards	Grammar Book
		Narrative Writing	-use effective transitions	All writing standards	Writing Piece
		Grammar	-identify, use pronouns and their referents -identify, write prepositional phrases and prepositions	All writing standards	Grammar Book
		Expository Writing	-write a summary	All writing standards	Writing Piece

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Grammar	-distinguish between compound and complex sentences -form compound and complex sentences correctly using conjunctions correctly	All writing standards	Grammar Book
		Persuasive Writing	-write an advertisement using containing persuasive language and different advertising techniques	Standard 2	Writing Piece
		Grammar	-recognize exclamatory sentences with subjects and predicates -recognize exclamations that are not complete sentences -recognize and use interjections	All writing standards	Grammar Book

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Expository Writing	-write an organized research report that has an introduction, conclusion and uses multiple sources	Standard 1	Writing Piece
		Grammar	-identify and capitalize proper nouns and adjectives -write a letter using correct capitalization	All writing standards	Grammar Book
		Expository Writing	-write a well-written thank-you letter with examples to support the main idea	Standard 4	Writing Piece
		Grammar	-identify and write compound subjects and objects -use commas correctly	All writing standards	Grammar Book
		Descriptive Writing	-improve sentence style by including enough information and detail	All writing standards	Writing Piece

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Grammar	-use commas correctly in compound and complex sentences -understand rules for writing quotations	All writing standards	Grammar Book
		Expository Writing	-organize information relating to a research question, using primary and secondary sources	Standard 1	Writing Piece
		Grammar	-capitalize and punctuate quotations correctly in sentences -form and use contractions correctly in sentences	All writing standards	Grammar Book
		Persuasive Writing	-write a book review including a brief description with the reviewer's opinion of the book	Standard 2	Writing Piece

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
	Oral Language	Grammar	-use conjunctions to combine sentence parts -write sentences using conjunctions -understand usage rules for semicolons, colons, and hyphens	All writing standards	Grammar Book
		Persuasive Writing	-write an editorial -state a convincing opinion that attempts to persuade the reader to take some action	Standard 3	Writing Piece
		Speak and Listen Well	-speak to present interpretations and responses to imaginative texts	Standard 2 Speaking	ELA Format Test
		Listen While Interviewing	-listen respectively and responsively	All Listening Standards	ELA Format Test
		Plan a Speech	-speak to share data, facts, and ideas	Standard 1 Speaking	ELA Format Test
		Read Nonfiction Aloud	-read aloud, using inflection and intonation appropriate to text read and audience	All reading standards	ELA Format Test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Listen for a Purpose	-identify own purpose for listening	All listening standards	ELA Format Test
		Consider the Audience	-use language and grammar appropriate to purpose for speaking	All speaking standards	ELA Format Test
		Read Poetry about Nature	-use facial expressions and gestures which enhance communication	All speaking standards	ELA Format Test
		Use Appropriate Language Conventions	-speak to summarize the plot, describe characters, and explain the importance of setting	Standard 2 Speaking	ELA Format Test
		Listen for Order/Sequence	-listen to follow instructions which provide information about a task	Standard 1 Listening	ELA Format Test
		Monitor Comprehension	-identify own purpose for listening	All listening standards	ELA Format Test
		Conduct an Interview	-speak in order to ask questions and respond to questions for clarification	Standard 2 Speaking	ELA Format Test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Analyze a Speaker's Message	-speak in order to ask questions and respond to questions for clarification	Standard 2 Speaking	ELA Format Test
		Choral Reading	-identify own purpose for listening	All listening standards All speaking standards	ELA Format Test
		Evaluate Different Views	-use language and grammar appropriate for speaking	Standard 2 Speaking	ELA Format Test
		Compare Stories Across Cultures	-speak to recognize cultural, ethnic and historical characteristics in texts	Standard 1 Speaking	ELA Format Test
		Give a Speech	-speak to share date, facts, and ideas	Standard 1 Speaking	ELA Format Test
		Give Oral Directions	-speak to share data, facts, and ideas	Standard 1 Speaking	ELA Format Test
		Listen for Text Structure	-speak to share data, fact, ideas	Standard 1 Listening	ELA Format Test
		Follow Directions	-listen to follow instructions which provide information about a task or an assignment		ELA Format Test

SKILLS MAPPING

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GRADE 6

Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Multimedia Presentation	-listen to interpret data, facts, and ideas	Standard 1 Listening	ELA Format Test
		Listen to Analyze and Summarize	-listen to establish, maintain, enhance personal relationships	Standard 4 Listening	ELA Format Test
		Summarize and Paraphrase	-speak in order to share information from a variety of texts	Standard 1 Speaking	ELA Format Test
		Evaluate a Presentation	-listen to recognize the use of literary devices in presentation (rhyme, personification, simile) in presentation of imaginative text	Standard 2 Listening	ELA Format Test
		Hold Group Discussions	-listen in school to establish, enhance and maintain personal relationships	Standard 4 Listening	ELA Format Test

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Timetable	Topic	Content	Skills	Performance Objective	Assessment
		Form Questions for Investigation	-speak in order to ask probing questions	Standard 1 Speaking	ELA Format Test
		Listen to Broaden Vocabulary	-listen for unfamiliar words and learn their meaning	ALS	ELA Format Test
		Organize Information	-listen in order to identify essential details for note taking	Standard 1 Listening	ELA Format Test
		Discuss Literary Devices	-listen to analyze and evaluate information, ideas, and themes	Standard 3 Listening	ELA Format Test
		Analyze Persuasive Techniques	-listen to persuasive presentations and identify techniques such as choice of language and use of sound effects	Standard 3 Listening	ELA Format Test