

Grade: 6

Subject: ELA

Unit: 1

Essential Question # 1  
**What is sequence?**

CT LEVEL

|                    |  |               |
|--------------------|--|---------------|
| Objective/Skill #1 | Student will be able to recognize that sequence is the order in which things happen. | K,C<br>Ap, An |
| Objective/Skill #2 | Student will be able to use clue words to keep track of events in fiction.           | C, An,<br>Ap  |
| Objective/Skill #3 |  |               |
| Objective/Skill #4 |  |               |
| Objective/Skill #5 |  |               |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will complete a sequence map of main story events using clue words
- Students will answer a multiple choice question relating to sequence
- Students will write a summary of events using clue words

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Essential Question # 2  
**What is author's viewpoint?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize that the way an author looks at a subject is author's viewpoint. |             |
| Objective/Skill #2 | Students will be able to identify words, phrases and details that reveal an author's viewpoint.     |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will make graphic organizers
- Students will use text to identify viewpoint based on clues
- Students will formulate an opinion about topic and relate it back to class

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Essential Question # 3  
**What is cause and effect?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will find effects by asking “what happened” and find causes by asking “why did it happen.” |             |
| Objective/Skill #2 | Students will identify multiple effects of a cause or multiple causes of effects                    |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will write in a journal entry showing:
  1. Cause and effect for an event in a story
  2. 2 causes and an effect for an event in the story
  3. A cause that has 2 or more effects for an event in the story

Identify causes and effects from a passage (PB pg 23)

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Subject:         ELA        

Unit:         1        

Essential Question # 4  
**How do you generalize?**

CT LEVEL

|                    |   |  |
|--------------------|---|--|
| Objective/Skill #1 | Student will be able to recognize generalizations as broad statements that refer to several people or things. |  |
| Objective/Skill #2 | Student will be able to use clue words to identify generalizations.   |  |
| Objective/Skill #3 |   |  |
| Objective/Skill #4 |   |  |
| Objective/Skill #5 |   |  |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will locate facts in a given selection to support their generalization in a journal entry
- Students will create a graphic organizer that identifies facts that support the given generalization

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Essential Question # 5  
**What is character?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will recognize that characters are the people or animals in stories.   |             |
| Objective/Skill #2 | Student will learn about characters by analyzing what they think, say, and do and by noticing how other characters treat them. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will identify character traits based on selected thoughts, words and actions
- Students will make Venn diagrams comparing/contrasting characters in a story.
- Students will analyze characters by how they interact with others.

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Unit: 2

Essential Question # 1  
**How do you make a judgement?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will identify a judgement and find evidence in the text to support the judgement.  |             |
| Objective/Skill #2 | Student will use own experiences and information from the text to make a judgement, or form an opinion about someone or something. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will give their own judgements about an event based on experiences and beliefs.
- Students will test author's judgement by looking for evidence to support it.

Grade:         6        

Subject:         ELA        

Unit:         2        

Essential Question # 2  
**How do you make predictions?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will use what he/she knows and clues in the story to predict what will happen next and give a rationale for prediction. |             |
| Objective/Skill #2 | Student will evaluate and revise a prediction after further reading.  |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will make a prediction about what will happen next at the conclusion of a story.
- Students will, using their knowledge, continue the story by writing the next 2 or 3 paragraphs.

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Subject:         ELA        

Unit:         2        

Essential Question # 3  
**How do you identify the setting?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will use detail in the story to infer setting.                            |             |
| Objective/Skill #2 | Student will recognize the influence of setting on the plot, characters and mood. |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will visualize setting in their heads.
- Students will analyze how story can influence character development.



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Subject: ELA

Unit: 2

Essential Question # 4  
**What is visualizing?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will recognize author's use of imagery and detail to create mental image. |             |
| Objective/Skill #2 | Student will identify imagery and sensory details.                                |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will close their eyes and form a mental image of what the character is doing.
- Students will use words that produce strong images and sensory details.

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Unit: 2

Essential Question # 5  
**How do you use persuasive devices?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will recognize that authors use special techniques and persuasive devices to influence readers' beliefs. |             |
| Objective/Skill #2 | Student will distinguish between facts and ideas that appeal to reason and loaded words that appeal to emotion.  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will locate examples of loaded words in a selection that help persuade the readers' beliefs.
- Students will use a graphic organizer to locate loaded words, paraphrase them, and identify emotional response.
- Students will create a T-chart of facts that appeal to reason and loaded words that appeal to emotion from a given selection.

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Unit:         3        

Essential Question # 1  
**How do you draw conclusions?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will draw conclusions by forming sensible decisions or opinions on what he/she have read and own experiences. |             |
| Objective/Skill #2 | Student will locate facts and details in the reading to show that their conclusions are sensible.                     |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will discuss how readers need to draw conclusions about a character’s reasons for acting a certain way. Ex. What would you conclude if a character said/did \_\_\_\_\_?
- Students will complete a chart for drawing conclusions (evidence/conclusions PB pg. 101)

Grade: 6

Subject: ELA

Unit: 3

Essential Question # 2  
**How do you compare and contrast?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will explain how 2 or more things are alike and different.             |             |
| Objective/Skill #2 | Students will identify clue words that help point out likeness and difference. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will diagram clue words used in comparing/contrasting. Ex. Like, similar, but, etc...
- Students will make a Venn diagram.

Grade: 6

Subject: ELA

Unit: 3

Essential Question # 3  
**How do you summarize text?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will learn how to summarize to recall, inform or organize ideas. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will orally summarize the main idea of an article.
- Students will summarize the main ideas of a text in a journal.

Grade: 6

Subject: ELA

Unit: 3

Essential Question # 4  
**What is theme?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will identify a theme or underlying message of a story by asking questions. |             |
| Objective/Skill #2 | Students will understand that a story can have more than one theme.                 |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with** objectives/skills being taught above

- Students will answer the question, “What does the author want me to learn or know in the story?”
- Students will write a theme of a written story giving evidence of support.

Grade: 6

Subject: ELA

Unit: 4

Essential Question # 1  
**How do you identify the plot of a story?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will recognize that the plot, or series of major events in a story, consist of conflict, rising action, climax and resolution (denouement). |             |
| Objective/Skill #2 | Student will identify the elements of plot in a reading selection.  |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will use a plot structure map to identify major events in a story.
- Students will formulate a question for each plot element and identify them in a given selection.

Grade: 6

Subject: ELA

Unit: 4

Essential Question # 2  
**What are main ideas and supporting details?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will identify the main idea and supporting details of a selection. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will, after reading a passage, use important details to infer the main idea.
- Students will complete a graphic organizer for main idea and supporting details in a selection.



Grade: 6

Subject: ELA

Unit: 4

Essential Question # 3  
**What is text structure?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will identify the organization of a piece of written work.        |             |
| Objective/Skill #2 | Student will recognize nonfiction is organized by some logical structure. |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will read a passage and identify main idea based on structure of text and headings.
- Students will compare/contrast fiction vs. nonfiction based on textual structure.

Grade: 6

Subject: ELA

Unit: 4

Essential Question # 4  
**How do you identify author's purpose?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will identify author's purpose or reason for writing based on details in the text.                       |             |
| Objective/Skill #2 | Student will recognize how an author's purpose influences the author's style and how a reader approaches a text. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will discuss 4 different purposes authors write (persuade, inform, entertain, express)
- Students will identify each type of writing after each are read.
- Students will complete a graphic organizer for author's purpose/evidence from selection for a selection (PB pg. 191)

Grade: 6

Subject: ELA

Unit: 5

Essential Question # 1  
**How do you distinguish fact from opinion?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will understand that statements of fact can be proven true or false, but statements of opinion, or personal views, cannot. |             |
| Objective/Skill #2 | Student will recognize that sometimes a statement includes both facts and opinions.  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will determine whether given statements are fact or opinion, using clue words.
- Students will locate statement of opinion or fact in a given selection and explain how they determined the difference in a journal entry.

Grade: 6

Subject: ELA

Unit: 5

Essential Question # 2  
**What are context clues?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will use context clues, or words that come before or after an unknown word, to figure out the word's meaning. |             |
| Objective/Skill #2 | Student will use a dictionary to check the meaning of a word to define by context clues.                              |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will, given unfamiliar words, use surrounding text to determine meaning.
- Students will determine unfamiliar words by using synonyms and antonyms.

Grade: 6

Subject: ELA

Unit: 5

Essential Question # 3  
**How do you sequence steps in a progress?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will recognize that a sequence of actions or steps in a process can lead to a product or goal. |             |
| Objective/Skill #2 | Student will use clue words, etc... to keep steps in order.  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will identify clue words that show steps in a process.
- Students will read a paragraph and identify the order of events within the paragraph.

Grade: 6

Subject: ELA

Unit: 6

Essential Question # 1  
**What are graphic sources?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will explain how graphics such as maps and graphs relate to a selection. |             |
| Objective/Skill #2 | Student will compare information in a selection to graphics.                     |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will answer questions from a table (PB pg. 97).
- Students will “read” and interpret a map that pertains to a selection (PB pg. 271).

Grade: 6

Subject: ELA

Unit: 6

Essential Question # 2  
**How do you paraphrase?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Student will understand that paraphrasing is restating author's ideas in their own words. |             |
| Objective/Skill #2 | Student will check paraphrasing by asking questions.                                      |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will paraphrase a given selection in a journal entry.
- Students will paraphrase a given set of directions in simpler form.

Grade: 6

Subject: ELA-Word Study

Unit: Vocabulary units 1-5

Essential Question # 1  
**How do you determine the meaning of unfamiliar words?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will use context clues to figure out meanings of unfamiliar words. |             |
| Objective/Skill #2 | Student will use knowledge of word order to confirm word meaning.          |             |
| Objective/Skill #3 | Student will use new vocabulary in assigned writing pieces.                |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will match vocabulary words with their meanings (PB pg. 32).
- Students will use new vocabulary words to write a letter to a pen pal.



Grade: 6

Subject: ELA-Word Study

Unit: Vocabulary units 1-6

Essential Question # 2  
**What are antonyms?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will use antonyms as context clues to figure out unfamiliar words. |             |
| Objective/Skill #2 | Student will use knowledge of word order to confirm word meaning.          |             |
| Objective/Skill #3 | Student will use new vocabulary to talk about historical events.           |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will use antonyms as context clues to figure out unfamiliar words.
- Students will read a paragraph and identify antonyms to figure out unknown words.

Grade: 6

Subject: ELA-Word Study

Unit: Vocabulary Units 1,3,4,5,6

Essential Question # 3  
**How can you differentiate between multiple meanings of words?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will use context clues to choose the correct meaning of a multiple-meaning word. |             |
| Objective/Skill #2 | Student will use new vocabulary to describe a favorite house.                            |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will complete a graphic organizer (word/meaning).

Grade: 6

Subject: ELA-Word Study

Unit: Vocabulary Units 1,2,4,5,6

Essential Question # 4  
**What are synonyms?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will use synonyms as context clues to understand unfamiliar words. |             |
| Objective/Skill #2 | Student will use knowledge of word order to confirm word meaning.          |             |
| Objective/Skill #3 | Student will use new vocabulary to write about a difficult situation.      |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will match word to proper definition (PB pg. 22).

Grade: 6

Subject: ELA-Word Study

Unit: **Vocabulary Units 2,6**

Essential Question # 5  
**What are homonyms?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Student will draw on experiences and clues to determine the correct meaning of homonyms. |             |
| Objective/Skill #2 | Student will use new vocabulary to complete a given assignment.                          |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

- Students will identify homonyms used incorrectly in given sentences.
- Students will locate homonyms used in a given selection.

Grade:     6    

Subject:   ELA-Word Study  

Unit:   2 & 6  

**Essential Question #   6**  
**What are the common word patterns: CVCe and VCCV?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with the CVCe pattern. |             |
| Objective/Skill #2 | Students will be able to identify and decode words with the VCCV pattern. |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Given a list, decode words using CVCe and VCCV patterns**  
**Students will categorize a list of words according to the CVCe and VCCV patterns**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

Essential Question # 7  
What is a vowel digraph?

|                    |  | CT LEVEL |
|--------------------|--|----------|
| Objective/Skill #1 | Students will identify and decode words with vowel digraphs ae, ay, ea, ee, ie, ei |          |
| Objective/Skill #2 |  |          |
| Objective/Skill #3 |  |          |
| Objective/Skill #4 |  |          |
| Objective/Skill #5 |  |          |

Activities that you may opt to use with objectives/skills being taught above  
Students locate vowel digraphs in words (PB 63)  
Students locate words (minimum of 5) in the selection with vowel digraphs ai, ay, ea, ee ie, ei

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 8**  
**What are diphthongs and digraphs?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with diphthongs and digraphs au, aw, ew , ou, au, and oi. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**

Students will tell how many syllables and vowel sounds are in a given word.  
Given a list of words, students will categorize them into diphthongs and digraphs.

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Subject:     ELA-Word Study    

Unit:   2 & ^                    

Essential Question #  9    
What are vowel sounds with r?

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with r controlled vowels orl, ur, ir. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

Activities that you may opt to use with objectives/skills being taught above  
Given a paragraph, students will identify correct words with r controlled vowels.



Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 10**  
**What are complex spelling patterns?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will identify complex spelling patterns to help students read words using ough. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will compare words with same vowel sounds**  
**Students will spell words with ough and ou spelling patterns**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 11**  
**What are consonant sounds for c and g?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will identify and decode words with hard and soft c sounds. |             |
| Objective/Skill #2 | Students will identify and decode words with hard and soft g sounds. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students identify words with hard and soft c sounds (PB 58)**  
**Students identify words with hard and soft g sounds (PB 58)**  
**Students will complete a class chart for words with hard and soft g and hard and soft c sounds**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 12**  
**What are silent consonants?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with silent consonants |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Students will brainstorm words that have silent consonants (ie: scene, sign)  
Students will locate words with silent consonants in text

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

Essential Question # 13  
What are compound words?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode compound words |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

Activities that you may opt to use with objectives/skills being taught above  
In a given selection, locate as many words as they can in 4 minutes.  
Proofread a given selection to correct compound words

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 14**  
How does identifying base words help to decode unfamiliar words.

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to decode unfamiliar words by identifying base words |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Identify what base words are given list of words  
Combine base words with new endings and prefixes

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 15**  
**What are regular and irregular plurals?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to recognize and form regular plurals.       |             |
| Objective/Skill #2 | Students will be able to identify and decode regular plural nouns. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Given the singular form, students will write the plural forms.  
Students will find all the irregular plurals in a reading passage.

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

Essential Question # 16  
What is the schwa sound?

|                    |   | CT LEVEL |
|--------------------|---|----------|
| Objective/Skill #1 | Students will be able to identify and decode the schwa sound.                         |          |
| Objective/Skill #2 | Students will be able to decode words where the schwa sound is in the final syllable. |          |
| Objective/Skill #3 |   |          |
| Objective/Skill #4 |   |          |
| Objective/Skill #5 |   |          |

Activities that you may opt to use with objectives/skills being taught above  
In given words, identify which syllable had the schwa sound.  
Locate words with schwa sounds in the final syllable in a given selection

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 17**  
**What are contractions?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode contractions |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Break contractions into two words.**  
**Take two words and combine them into the correct contraction**



Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 18**  
**What are inflected endings (ed, er, ing, est)?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to add the inflected ending to verbs.   |             |
| Objective/Skill #2 | Students will be able to decode words with the inflected ending er and est.                           |             |
| Objective/Skill #3 | Students will be able to add inflected endings to verbs and adjectives that require spelling changes. |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Students will identify word endings within a reading passage.  
Students will write inflected endings of several base words.

Grade:         6        

Subject:     ELA-Word Study    

Unit:     2 & 6    

**Essential Question #     19**  
**When do you use one or more consonants in words?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with VCV and VCCV consonant pattern. |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**In a given selection locate words with VCV and VCCV patterns.**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

Essential Question # 20  
How do you determine between stresses and unstressed syllables in words?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to distinguish between stressed and unstressed syllables as they decode |             |
| Objective/Skill #2 | Students will be able to distinguish shifts of stress among related words                     |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
In given words, underline the stressed syllables  
In a given selection with misspelled words, correct the spelling in unstressed syllables

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 21**  
**How do students determine meaning using prefixes un-, re-, and in-?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to determine words of derivatives by applying knowledge of meanings of base words and affixes. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Organize words with prefixes of un-, re-, in-**  
**Explain how meaning of words change with addition of prefixes un-, re- in-**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 21**  
**How do students determine meaning using suffixes –ly, -ful, -ible,-ate,-ive, and –ship?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to use structural analysis to identify base words and suffixes –ly, -ful, -ible , -ate, -ive, and –ship |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Given a list of words with the suffixes –ly, -ful, -ible, -ate, -ive, and –ship students will identify the base words**  
**Add suffixes to base words to form new words**

Grade:         6        

Subject:     ELA-Word Study    

Unit:     2 & 6    

**Essential Question #   22**  
**What is the difference between singular and plural possessive nouns?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to identify and decode singular possessives.                                   |             |
| Objective/Skill #2 | Students will be able to identify and decode possessive forms of regular and irregular plural nouns. |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Rewrite a phrase to form possessive nouns.**  
**Identify singular/plural possessives in text.**

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 23**  
**What are vowel digraphs?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify and decode words with vowel digraphs (ei, oa, oo and ow). |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Find words in the passage with ei, oa , oo and ow.  
Write words with ei, oa, oo, ow.

Grade: 6

Subject: ELA-Word Study

Unit: 2 & 6

**Essential Question # 24**  
**How do suffixes changes the pronunciation of base words with ci and ti.**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to decode words with letters that do not have sound clues and suffixes that change the pronunciation of base words. |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Write a song/poem containing at least four words with ci and ti.**  
**Students will brainstorm a list of ci and ti words.**



Grade: 6

Subject: ELA- Grammar

Unit: 1- 6

**Essential Question # 25**  
**How do you identify and write complete sentences?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to distinguish between complete sentences and sentence fragments.                      |             |
| Objective/Skill #2 | Students will be able to from sentences from fragments.  |             |
| Objective/Skill #3 | Students will be able to recognize that sentences begin with capital letters.                                |             |
| Objective/Skill #4 | Students will be able to identify, write and punctuate declarative, interrogative and exclamatory sentences. |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Given a series of items, students will be able to identify the fragments and complete sentences.  
Students will write and punctuate declarative, interrogative and exclamatory sentences.  
Given sentences, students will punctuate correctly and identify the type.

Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 26**  
**How do you use commas and ending punctuation correctly?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize and use correct ending punctuation.                            |             |
| Objective/Skill #2 | Students will be able to recognize how ending punctuation and commas clarify meaning for readers. |             |
| Objective/Skill #3 | Students will be able to use end marks and commas to punctuate their sentences.                   |             |
| Objective/Skill #4 | Students will be able to use commas in sentences with nouns in a series and direct address.       |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will punctuate a given paragraph appropriately.**  
**Students will peer edit a piece of writing for commas and end punctuation.**

Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 27**  
**How do you identify subjects, predicates and independent and dependent clauses?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to recognize and use simple subjects and predicates.   |             |
| Objective/Skill #2 | Students will be able to recognize independent and dependent clauses.        |             |
| Objective/Skill #3 | Students will be able to use simple and complete subjects in sentences.      |             |
| Objective/Skill #4 | Students will be able to use and recognize compound subjects and predicates. |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Identify complete, compound and simple subjects in sentences.**  
**Identify complete, compound and simple predicates in sentences.**

Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 27**  
**What are compound and complex sentences?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize how independent and dependent clauses combine to make compound and complex sentences.      |             |
| Objective/Skill #2 | Students will be able to form compound and complex sentences.   |             |
| Objective/Skill #3 | Students will be able to combine short, simple sentences to form compound and complex sentences using conjunctions correctly. |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**

**Students will form compound and complex sentences by correctly combining short, simple sentences. Given compound and complex sentences, students will recognize dependent and independent clauses.**

Grade: \_\_\_\_\_6\_\_\_\_\_

Subject: ELA-Grammar

Unit: \_\_\_\_\_1-6\_\_\_\_\_

**Essential Question # 28**  
**What are the different kinds of nouns?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to distinguish between common and proper nouns and capitalize correctly.                                     |             |
| Objective/Skill #2 | Students will be able to identify concrete, abstract, common, proper, regular and irregular nouns.                                 |             |
| Objective/Skill #3 | Students will be able to form and use common, proper, regular and irregular nouns in sentences.                                    |             |
| Objective/Skill #4 | Students will be able to recognize and use singular, plural and possessive nouns with the appropriate placement of the apostrophe. |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Given a passage, students will identify common, proper, abstract, concrete, regular and irregular nouns. Students will write correct possessive forms of nouns.**

Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 29**  
**What are verb forms and their uses?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize and use singular and plural verbs correctly.                                   |             |
| Objective/Skill #2 | Students will be able to understand, identify and use verbs (including action and linking verbs) correctly.       |             |
| Objective/Skill #3 | Students will be able to understand and use past, present and future verb tenses.                                 |             |
| Objective/Skill #4 | Students will be able to understand and use perfect and progressive verb tenses and past and present participles. |             |
| Objective/Skill #5 | Students will be able to understand and use irregular verbs correctly.  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Given a variety of sentences, students will select correct verb tenses.**  
**Students will edit a selection for verb tenses.**

Grade: \_\_\_\_\_ 6 \_\_\_\_\_

Subject: ELA-Grammar \_\_\_\_\_

Unit: \_\_\_\_\_ 1-6 \_\_\_\_\_

**Essential Question # 30**  
**What are subjects, direct and indirect objects?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize and use verbs correctly with singular and plural subjects.         |             |
| Objective/Skill #2 | Students will be able to recognize and use direct objects, indirect objects, and subject complements. |             |
| Objective/Skill #3 | Students will be able to identify and write complete subjects with modified nouns.                    |             |
| Objective/Skill #4 | Students will be able to identify and write compound subjects and objects.                            |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will identify subjects, direct and indirect objects within sentences.**  
**Students will write a paragraph with compound subjects and objects in their sentences.**

Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 31**  
**How do you use adjectives correctly?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to understand and identify adjectives.                              |             |
| Objective/Skill #2 | Students will be able to understand, form and use comparative and superlative adjectives. |             |
| Objective/Skill #3 | Students will be able to identify and correct sentences with misplaced modifiers.         |             |
| Objective/Skill #4 | Students will be able to use adjectives to improve sentences.                             |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will use the correct form of adjectives within a paragraph.**  
**Students will select the correct form of adjectives within sentences.**



Grade: 6

Subject: ELA-Grammar

Unit: 1-6

**Essential Question # 32**  
**How do we use adverbs effectively?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to recognize and use adverbs to modify verbs.         |             |
| Objective/Skill #2 | Students will be able to use comparative and superlative adverbs correctly. |             |
| Objective/Skill #3 | Students will be able to use adverbs to improve sentences.                  |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will write adverbs to modify verbs.**  
**Students will identify the correct form of an adverb for a given sentence.**

Grade:         6        

Subject:   ELA-Grammar  

Unit:       1-6      

**Essential Question #   33**  
**How do you use pronouns effectively?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to recognize and use pronouns that take the place of nouns and noun phrases. |             |
| Objective/Skill #2 | Students will be able to identify subject, object and possessive pronouns.                         |             |
| Objective/Skill #3 | Students will be able to use pronouns and their referents.   |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will identify subject, object, and possessive pronouns .**

Grade: \_\_\_\_\_ 6 \_\_\_\_\_

Subject: ELA-Grammar \_\_\_\_\_

Unit: 1-6 \_\_\_\_\_

**Essential Question # 34**  
**How do you use prepositions and prepositional phrases correctly?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to identify and write prepositions and prepositional phrases in sentences correctly. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will use prepositions and prepositional phrases within a sentence correctly.**

Grade:         6        

Subject:   ELA-Grammar  

Unit:   1-6        

**Essential Question #   35**  
How do you use punctuation marks (commas, apostrophes, colons, semi-colons, hyphens) correctly in writing.

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to use commas correctly in simple, compound and complex sentences.          |             |
| Objective/Skill #2 | Students will be able to understand and use rules for writing quotations correctly in sentences.  |             |
| Objective/Skill #3 | Students will be able to understand and use rules for colons, semi-colons, and hyphens correctly. |             |
| Objective/Skill #4 | Students will form and use contractions correctly in sentences.                                   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Students will proofread a passage for commas, colons, apostrophes, and hyphens.

Grade: 6

Subject: ELA-Writing

Unit: 1-6

**Essential Question # 36**  
**What is descriptive writing?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to write a description using sensory language and sensory language techniques.  |             |
| Objective/Skill #2 | Students will be able to write a poem using expressive language, rhythm, rhyme, alliteration, sensory words and personification.                    |             |
| Objective/Skill #3 | Students will be able to write about an artist using biographical details.  |             |
| Objective/Skill #4 | Students will be able to write, compare, and contrast essays using details, transition words and phrases to highlight similarities and differences. |             |
| Objective/Skill #5 | Students will be able to improve sentence style by including enough information and supporting detail (elaboration).                                |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will write appropriate pieces using sensory language techniques (see above).**

Grade: \_\_\_\_\_6\_\_\_\_\_

Subject: *ELA-Writing*\_\_\_\_\_

Unit: \_\_1-6\_\_\_\_\_

Essential Question #   37    
How do you use **expository writing** to fulfill a specific purpose?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to write a summary.   |             |
| Objective/Skill #2 | Students will be able to write a news article.  |             |
| Objective/Skill #3 | Students will be able to write a cause and effect paper.                                |             |
| Objective/Skill #4 | Students will be able to write a business letter, thank you letter, and e-mail message. |             |
| Objective/Skill #5 | Students will be able to write and organize a research report using multiple resources. |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Write a research report.  
Write a news article.  
Write a cause and effect paper.  
Write a summary.

Grade: 6

Subject: ELA-Writing

Unit: 1-6

**Essential Question # 38**  
**What is effective narrative writing?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to write a journal entry.   |             |
| Objective/Skill #2 | Students will be able to write a personal narrative.  |             |
| Objective/Skill #3 | Students will be able to write a well-written fable.  |             |
| Objective/Skill #4 | Students will be able to write a scene of a play.   |             |
| Objective/Skill #5 | Students will be able to improve sentence style using a mix of sentence structures, descriptive details, and effective transitions. |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will write and effective narrative passage as assigned (see above).**

Grade: 6

Subject: ELA-Writing

Unit: 1-6

**Essential Question # 39**  
**What do you do to write an effective, persuasive piece?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to write a persuasive essay that explains the author's point of view.  |             |
| Objective/Skill #2 | Students will be able to write an advertisement using persuasive language and different advertising techniques.                            |             |
| Objective/Skill #3 | Students will be able to write a book review including a brief description and the viewer's opinion of the book.                           |             |
| Objective/Skill #4 | Students will be able to write an editorial stating a convincing opinion that attempts to persuade the reader to take some kind of action. |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will write an effective, persuasive writing piece.**



Grade: 6

Subject ELA-Oral Language

Unit: 1-6

**Essential Question # 40**  
**How do you listen to interpret the text?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to listen and respond to imaginative text. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will verbally present responses to a text in a grammatically correct way.**  
**Students will listen to a story, take notes and ask questions pertaining to the story.**  
**Students will identify unknown words and look up their meanings.**

Grade:         6        

Subject   ELA-Oral Language  

Unit:   1-6        

Essential Question #   41    
How do you read nonfiction text aloud effectively?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to use previously acquired reading techniques to read to an audience. |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Read various nonfiction selections aloud.  
Discuss the difference between fiction and nonfiction books.

Grade:         6        

Subject ELA – Oral Language

Unit:     1-6    

Essential Question #     42      
How does a student determine what grammar is appropriate for their audience?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to use language and grammar appropriate to their purpose for speaking |             |
| Objective/Skill #2 | Students will be able to use facial expressions and gestures which enhance communication    |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

Activities that you may opt to use with objectives/skills being taught above  
Read and act out poems.  
Write, read, and present different nature poems.

Grade: 6

Subject ELA – Oral Language

Unit: 1 - 6

**Essential Question # 43**  
**How do you listen effectively instructions/directions?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to successfully complete an activity given detailed instructions |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will write/follow a recipe in sequential order**  
**Students give directions from one location to another**

Grade: ELA

Subject ELA – Oral Language

Unit: 1 - 6

**Essential Question # 44**  
**How do you monitor comprehension?**

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to identify their purpose for listening |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will participate in a choral reading/dramatization.**  
**Students will use oral questions to reinforce self-monitoring**

Grade: 6

Subject ELA – Oral Participatio

Unit: 1 - 6

Essential Question # 45  
How do you conduct an interview?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to speak, listen and formulate questions while conducting and interview |             |
| Objective/Skill #2 |   |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Students create their own clear and probing interview questions.  
Students will interview each other and share their results.  
Students will interview a family member about an assigned topic.

Grade:      ELA                     

Subject    ELA – Oral Language                     

Unit:    1 - 6                     

**Essential Question #    46**  
**How do you compare stories across cultures?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be to recognize different cultural and historical characteristics in text. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will read multicultural and historical literature.**  
**Students will present a comparison between two different culturally based texts.**

Grade: 6

Subject ELA – Oral Language

Unit: 1 - 6

Essential Question # 47  
How do you create, discuss and evaluate a multimedia presentation?

|                    |   | CT<br>LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Students will be able to listen to interpret data, facts and ideas      |             |
| Objective/Skill #2 | Students will be able to recognize literary devices in imaginative text |             |
| Objective/Skill #3 |   |             |
| Objective/Skill #4 |   |             |
| Objective/Skill #5 |   |             |

**Activities that you may opt to use with objectives/skills being taught above**  
Students will create and present a computer-based project regarding imaginative text.  
After presentations are completed, students will hold group discussions to critique presentations.



Grade: 6

Subject ELA – Oral Language

Unit: 1 - 6

**Essential Question # 47**  
**How do you effectively summarize and paraphrase assigned works?**

|                    |  | CT<br>LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Students will be able to speak in order to share information from a variety of text. |             |
| Objective/Skill #2 |  |             |
| Objective/Skill #3 |  |             |
| Objective/Skill #4 |  |             |
| Objective/Skill #5 |  |             |

**Activities that you may opt to use with objectives/skills being taught above**  
**Students will summarize the themes of various texts.**  
**Students will orally rephrase written text.**