

RCES English Pacing Guide for Grade 6

Created June 2024

*Students will be expected to read one novel independently each quarter. [Book Report Form](#)

English Standards of Learning 2024						
Unit 1 Finding a Place in the World Essential Question: What makes us feel like we belong? August 14-September 20						
Communication	Reading	Language Usage/Vocabulary	Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Informative Presentation pgs. 88-89</p>	<p>6.DSR 6.RL.1A,B,D,E 6.RL.2B,C 6.RL.3A-B</p> <p>Reading Skills Clarify/Question Inferences Predictions Cause and Effect Context Clues Text Structure Draw Conclusions Sequence of Events Visualize</p> <p>Literary Elements Character Flashback Imagery Plot Point of View</p>	<p>6.LU</p> <p>6.RV</p> <p>Sentence Fragments, Run-on Sentences pg. 37</p> <p>Subject & Predicate pg. 37</p> <p>Synonyms & Antonyms pg. 63</p> <p>Types of Nouns pg. 70</p> <p>Semi-colons, Colons pg. 80</p>	<p>6.W.1B,D 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Writing Workshop pgs. 82-87</p> <p>RAFT Template</p>	<p>6.RA,D,F What is plagiarism?</p> <p>How to avoid plagiarism? (Use own words to summarize, cite source)</p>	<p>Performance Tasks</p> <p>Responding to a Short Story Have students choose a short story read during this unit and respond. Review pgs. 82-86. Encourage students to think about the essential question "What makes us feel like we belong?" as they respond to a reading. Optional but not required.</p> <p>Creative writing: Write an opinion letter. Prompt: Imagine that you are an advice columnist for your school newspaper, and a student has written to ask you how to find genuine friends in a new school.</p>	<p>Finding a Place in the World</p> <p>Essential Question: <i>What makes us feel like we belong?</i></p> <p>Resources: <i>Textbook: Mirrors & Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i></p> <p>Plot Diagram</p> <p>RAFT Template</p> <p>Character Description</p>

	Setting Theme Plot Diagram				<p><i>What advice would you give this student about choosing friends wisely. Use RAFT (role, audience, form, topic)</i></p> <p>Write Speech: <i>Your school is holding a Career Day. Write a speech about a goal or career you have in mind for your future. Be sure to include the steps you would take to reach that goal. Students will give their 1-minute speech to the class or in small groups.</i></p> <p>Research:</p> <p>Summative: Unit Test 1 test</p>	<p>Chart</p> <p>Main Idea Web Organizer</p> <p>Sequence Chart</p> <p>Topic Triangle & Planning Chart</p>
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Unit 2
Meeting Challenges
How do you face challenges?
September 23-November 1

Communication	Reading	Language Usage/Vocabulary	Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Delivering and Listening to a Literary Interpretation pp. 186-187</p>	<p>6.DSR 6.RL.1A-E 6.RL.3A-B</p> <p>Reading Skills Cause and Effect Sequence of Events Clarifying & Asking Questions Drawing Conclusions Author's Purpose Inferences</p>	<p>6.LU 6.RV</p> <p>Personal and Possessive Pronouns pg. 109</p> <p>Prepositions and Prepositional Phrases pg. 139</p>	<p>6.W.1A-B 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Narrative Writing: Writing a Short Story pp. 178-185</p>	<p>6.R</p> <p>What is the difference between quoting and paraphrasing?</p> <p>How can you give credit to another's ideas?</p>	<p>Article: You are writing a science article about animals that do weird or amazing things to submit to a science magazine. Research and write an article based on the amazing animal you have chosen. Include a title and a picture of your animal in your article. Cite sources. Share your article in small</p>	<p>Meeting Challenges</p> <p>Essential Question: <i>How do you face challenges?</i></p> <p>Novel Study: "The Hatchet" by Gary Paulsen</p> <p>Resources: <i>Textbook: Mirrors &</i></p>

	<p>Predictions Visualize</p> <p>Literary Elements Characterization Conflict Fact vs. Fiction Plot Point of View Theme</p>	<p>Comma Use p. 176</p> <p>Denotation & Connotation pg. 130</p>			<p>groups.</p> <p>Email: Write an email to a friend describing what you've learned about Brian in "The Hatchet". Explain at least two character traits you have identified and tell how these traits will affect Brian's chances for survival.</p> <p>Journal Entries: Writing Prompts by Chapter for "The Hatchet"</p> <p>Summative: Unit 2 Test</p>	<p><i>Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i></p> <p>RAFT Template</p> <p>Main Idea Chart</p> <p>Character Chart</p> <p>Plot Diagram</p> <p>RAFT Template</p>
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Unit 3
Defining Freedom
Essential Question: How do we define freedom?
November 4-December 19

Communication	Reading	Language Usage/Vocabulary	Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Delivering and Listening to a Persuasive Speech pp. 274-275</p>	<p>6.DSR 6.RL.1A-E 6.RL.3A-B</p> <p>Introduction to Non-fiction Reading Skills Author's Perspective Main Idea & Supporting Details Clarify/Questions Context Clues Draw Conclusions Author's Purpose Cause and Effect Sequence of Events Inferences Predictions Text Organization Visualize</p> <p>Literary Elements Argumentative Essay Author's Purpose Biography Fact vs. Opinion Memoir Mood Personal Essay Point of View Tone Voice</p>	<p>6.LU 6.RV</p> <p>Pronoun-Antecedent Agreement p. 218</p> <p>Reflexive and Intensive Pronouns p. 247</p> <p>Capitalization Rules p. 266</p> <p>Spelling by Syllables p. 237</p> <p>Word Parts (Prefixes, Suffixes, and Base Words) p. 258</p>	<p>6.W.1C,D 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Argumentative Writing: Argumentative Essay pp. 268-273</p>	<p>6.R</p> <p><i>How do I find credible sources on the Internet?</i></p> <p><i>How do I formulate and revise questions about a research topic?</i></p>	<p>Performance Tasks</p> <p>Presentation: <i>The school board is meeting to decide whether the cafeteria should change from serving nonorganic foods to organic foods only. Your group has been asked to create a presentation about the pros and cons of organic foods versus non-organic food to help them make their decision.</i></p> <p>Persuasive Essay: <i>Are you in favor of or against genetically modified food? State your opinion, support your claim with evidence including data, statistics, expert backup, examples. Restate your claim.</i></p> <p>Writing Journals: Writing Prompts by chapter for "The Watsons Go To Birmingham"</p> <p>Summary: Summative: Unit 3 Test</p>	<p>Defining Freedom</p> <p>Essential Question: <i>How do we define freedom?</i></p> <p>Resources: <i>Textbook: Mirrors & Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i></p> <p>Novel Study: "The Watson's Go To Birmingham"</p> <p>Author's Viewpoint Chart</p> <p>Venn Diagram</p>

Unit 4
Testing Limits
Essential Question: Why do people feel a need to test their limits?
January 8-February 13

Communication	Reading		Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Critical Viewing: Getting Information from Visuals pp.338-339</p>	<p>6.DSR 6.RL.1A-E 6.RL.3A-B</p> <p>Reading Skills Clarify & Ask Questions Draw Conclusions Author's Perspective Sequence of Events Draw Conclusions Inferences Predictions Skim and Scan Take Notes Visualize</p> <p>Literary Elements Anecdote Diction Informational Text Purpose Visual Media</p>	<p>6.LU 6.RV</p> <p>Context Clues p. 303</p> <p>Parts of Speech p. 315</p> <p>Subject-Verb Agreement p. 323</p>	<p>6.W.1B,D 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Informative Writing: Cause-and-Effect Essay pp. 332-337</p>	<p>6.R</p> <p><i>What is a primary source?</i></p> <p><i>What is a secondary source?</i></p> <p><i>How do I cite primary and secondary sources?</i></p>	<p>Performance Tasks</p> <p>Writing in Response to Reading</p> <p>Cause & Effect Essay: Students can choose a topic from a list of provided prompts.</p> <p>Presentation: <i>A local travel agency is having a contest for students. To enter, you must research an ancient Egyptian site and prepare an oral presentation. Your presentation must include a multimedia element that shows the site's top points of interest, conservation efforts, or another related aspect.</i></p> <p>Summative: Unit 4 Test</p>	<p>Testing Limits</p> <p>Essential Question: <i>Why do people feel a need to test their limits?</i></p> <p>Resources: <i>Textbook: Mirrors & Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i></p> <p>Author's Viewpoint Chart</p> <p>Venn Diagram</p> <p>Character Description Chart</p>

Unit 5/Unit 6
Poetry Connections
Expressing Yourself/Encountering Nature
How do we express our experiences?/In what ways does nature inspire us?
February 19-March 14

Communication	Reading		Writing	Research	Assessments	Theme & Texts
<p>6.C Delivering & Listening to an Oral Summary pp.400-401</p>	<p>6.DSR 6.RL.2 6.RL.3 <u>Introduction to Poetry</u> Reading Skills Clarify/Questions Author's Perspective Author's Purpose Sequence of Events Compare & Contrast Text Structure Draw Conclusions Evaluate Cause & Effect Identify Multiple Levels of Meaning Text Organization Inferences Predictions Monitor Comprehension Identify Rhythm Scan for Repetition Context Clues Reread Retell Visualize Literary Elements Ballad, Haiku, Humor, Imagery, Lyric Poetry, Mood, Onomatopoeia, Personification, Simile, Speaker, Symbol, Voice</p>	<p>6.LU 6.RV Spelling with Prefixes and Suffixes p. 353 Use Reference Materials to Determine Word Meanings p. 373 Dashes and End Punctuation p. 384 Adjective and Adverb Clauses p. 389 Simple & Compound subjects pg. 426 Misplaced & Dangling Modifiers p. 438 Homonyms, Homophones, & Multiple Meaning Words pg. 434</p>	<p>6.W.1A,D 6.W.2 6.W.3 Writing in Response to Text Narrative Writing: Personal Narrative pp. 394-399</p>	<p>6.R</p>	<p>Performance Tasks Writing in Response to Reading Summative: Unit 5 Test</p>	<p>Expressing Yourself Encountering Nature Essential Question: <i>How do we express our experiences?</i> <i>In what ways does nature inspire us?</i> Resources: <i>Textbook: Mirrors & Windows</i> <i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i> Main Idea Web Organizer Venn Diagram</p>

Unit 8
Imagining the Fantastic
What can we learn from our imaginations?
March 17-April 25

Communication	Reading		Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Giving & listening to presentations pg. 576-583</p>	<p>6.DSR 6.RL.1A-E 6.RL.3A-B</p> <p><u>Introduction to Folk Literature</u></p> <p>Reading Skills Clarify/Questions Draw Conclusions Cause & Effect Chronological Order Multiple Levels of Meaning Inferences Predictions Context Clues Summarize Sequence of Events Visualize</p> <p>Literary Elements Characterization Fable Folk Tale Legen Moral Myth Personification Suspense Voice</p>	<p>6.RV</p> <p>Simple & Compound Predicates p. 541</p> <p>Compound, Complex, and Compound-Complex Sentences p. 567</p> <p>Conjunctions p. 574</p> <p>Greek & Latin Roots and Word Origins p. 525</p>	<p>6.W.1A,D 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Narrative Writing: Personal Narrative pp. 394-399</p>	<p>6.R</p> <p>How do I collect and organize information from multiple sources?</p> <p>Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p>Demonstrate ethical use of the Internet.</p>	<p>Performance Tasks</p> <p>Writing in Response to Reading</p> <p>Interview: Students will role-play a talk show host interviewing two characters from a story from this unit. One student will play the tv-talk show host and the other two will play the characters. Each group will submit the interview questions and responses ahead of time in an interview format. Each group will present.</p> <p>Summative: Unit 8 Test</p>	<p>Imagining the Fantastic</p> <p>Essential Question: What can we learn from our imaginations?</p> <p>Resources: <i>Textbook: Mirrors & Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i></p>

Unit 7
 Discovering Other Worlds
 How does our environment affect us?
 April 28-May 23

Communication	Reading		Writing	Research	Assessments	Theme & Texts
<p>6.C</p> <p>Giving & Actively Listening to Informative Presentations pg. 498-503</p>	<p>6.DSR 6.RL.1A-E 6.RL.3A-B</p> <p><u>Introduction to Drama</u> Reading Skills Clarify/Questions Draw Conclusions Inferences Predictions Context Clues Visualize</p> <p>Literary Elements Conflict Drama Repetition</p>	<p>6.RV</p> <p>Independent and Dependent Clause p. 489</p> <p>Figurative vs literal meanings, Idioms, and Analogies p. 496</p>	<p>6.W.1B,D 6.W.2 6.W.3</p> <p>Writing in Response to Text</p> <p>Informative Writing: Compare-and-Contrast Essay pp. 498-503</p>	<p>6.R</p> <p>How do I evaluate and analyze the validity and credibility of sources?</p> <p>Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p>Demonstrate ethical use of the Internet.</p>	<p>Performance Tasks</p> <p>Writing in Response to Reading</p> <p>Postcard: Write a postcard from Mars using words or phrases that convey a mood and one to describe your trip. Design the front of the postcard. Address it to someone (can use fictitious name and address)</p> <p>TV commercial or print Ad: A new private space agency is sponsoring an auction to sell exploration rights to the planets. Your job as an account executive is to develop a print ad or TV commercial to convince investors to buy the right to explore one planet. Research your chosen planet.</p> <p>Summative: Unit 7 Test</p>	<p>Discovering Other Worlds</p> <p>Essential Question: <i>How does our environment affect us?</i></p> <p>Resources: <i>Textbook: Mirrors & Windows</i></p> <p><i>Unit & Selection Resources</i> <i>Close Reading</i> <i>Differentiated Instruction</i> <i>Geographic: Reach</i></p>

Developing Skilled Readers and Building Reading Stamina

6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Reading and Vocabulary

6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.

6.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
- B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
- E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text

6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

6.RL.1 Key Ideas and Plot Details

- A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
- B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
- C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
- D. Explain how static and dynamic characters impact the plot.
- E. Explain the role of the protagonist and antagonist on plot events.

6.RL.2 Craft and Style

- A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
- B. Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
- C. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

6.RL.3 Integration of Concepts

- A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
- B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

Reading Informational Text

6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

6.RI.1 Key Ideas and Confirming Details

- A. Summarize texts, including their main idea(s) and how they are developed with specific details.
- B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).
- C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

6.RI.2 Craft and Style

- A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
- B. Explain how an author's word choice, organizational pattern, and language structure convey the author's purpose.
- C. Explain how an author establishes and conveys a perspective or purpose in an informational text.

6.RI.3 Integration of Concepts

- A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
- B. Compare and contrast one author's presentation of ideas or events with another's, identifying where the texts agree or disagree.

Foundations for Writing

See Kindergarten through grade five for Foundations for Writing standards.

Writing

6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.

6.W.1 Modes and Purposes for Writing

- A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).
- B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
- C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
- D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

6.W.2 Organization and Composition

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
 - i. Composing a thesis statement that focuses the topic and introduces the piece clearly.

- ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
- iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
- iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
- v. Selecting vocabulary and information to enhance the central idea, tone, and voice.
- vi. Expanding and embedding ideas to create sentence variety.
- vii. Providing a concluding statement or section.

6.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

Language Usage

6.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

6.LU.1 Grammar

- A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
- B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
- C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
- D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
- E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

6.LU.2 Mechanics

- A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.
- D. Consult reference materials to check and correct spelling.

Communication and Multimodal Literacies

6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

6.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
 - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
 - ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
 - iii. Asking relevant questions to clarify others' perspectives.
 - iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
 - v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
 - vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.

6.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or present an opinion. This includes:
 - i. Clearly communicating information in an organized or succinct manner.
 - ii. Providing evidence to support the main idea.
 - iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
 - iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
 - v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
 - vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
 - vii. Referencing source material as appropriate during the presentation.

6.C.3 Integrating Multimodal Literacies

- A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
- B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.

6.C.4 Examining Media Messages

- A. Interpret information presented in diverse media formats and explain how it contributes to the topic.
- B. Explain how media messages are intentionally constructed to impact a specific audience.
- C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.

Research

6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.

6.R.1 Evaluation and Synthesis of Information

- A. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
- B. Collect information from multiple sources, using search terms effectively.
- C. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
- D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
- E. Organize and share findings in formal and informal oral or written formats.
- F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.