

**GRADE 6**  
**Semester 2**  
**Six Weeks 4**

Reading Components	T.E.K.S.	NOTES
<p><b>TAKS Objectives and Targets</b></p> <p><b><u>OBJECTIVE 1: BASIC UNDERSTANDING</u></b>            1.2 Context:Multi-meaning/Analogies  <b>1.3 *Roots/Affixes</b>            1.4 Denotative/Connotative Meanings            1.5 Main Idea                Facts/Details            1.6 Summary</p> <p><b><u>OBJECTIVE 2: LITERARY ELEMENTS</u></b>  <b>2.1 *Analyze Characters: Traits, Motivations, Conflicts, Points of View, Relationships</b>            2.2 Analyze Plot, Setting, Problem/Resolution            2.3 Interpret Literary Devices: Flashback, Foreshadowing, and Symbolism</p> <p><b><u>OBJECTIVE 3: VARIETY OF STRATEGIES</u></b>            3.1 Text Structure - Cause/Effect &amp; Chronology            3.2 Similarities/Differences Across Texts  <b>3.3 *Graphic Organizers</b>            3.4 Text Purpose            3.5 Compares Communication            3.6 Author's Perspective/Point of View</p> <p><b><u>OBJECTIVE 4: CRITICAL THINKING</u></b>  <b>4.1 *Inference/Conclusions/Generalizations</b>                Prediction  <b>*Graphic Sources</b>            4.2 Fact/Opinion            4.3 Supports Text with Responses            4.4 Connects/Compares/Contrasts Ideas, Themes and Issues            4.5 Analyzes Author Organization: Cause/Effect, Compare/Contrast, Inductively/Deductively and Chronologically            4.6 Recognizes Style, Tone and Mood</p>	<p>6.9B  <b>6.9D</b>            6.9F            6.10F            6.10F            6.10G    <b>6.12F</b>              6.12G            6.12J              6.10E            6.10I  <b>6.10L</b>            6.12A            6.12C            6.12H    <b>6.10H</b>            6.11A  <b>6.13D</b>            6.10J            6.11C            6.11D              6.12I              6.12K</p>	<p><b>Genre: Historical Fiction/History Text</b></p> <p><b>Glencoe Reading Models:</b>  <b>Suggested Selections-Historical Fiction:</b>            "Brother Can You Spare a Dime?" p. 381            "President Cleveland, Where Are You?" p. 383            "The Gold Cadillac" p. 515            "The Dog of Pompeii" p. 546</p> <p><b>Suggested Selections-History/Social Studies Text</b>            "Cesar Chavez" p. 15            * "The Land of Red Apples" p. 55            * "Alexander the Great King" p. 269</p> <p>*Can also be taught in the first six weeks</p> <p>Possible Resources:            History/Social Studies Text Book            Magazines            Pamphlets            Charts, Graphs, Maps  <u>inTime</u></p>
<p><u>Reading/Inquiry/Research</u></p>	<p>6.13</p>	
<p><u>Listening and Speaking</u>  <u>Viewing</u></p>	<p>6.1-6.5            6.22-6.24</p>	<p>Oral Presentations, Book Shares, Interviews</p>

**\*BOLDED skills will be on the 6 weeks test.**

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<b>Writing Components</b>	<b>T.E.K.S.</b>	<b>NOTES</b>
<p><b><u>Persuasive Writing</u></b>            Introductions/Transitions/Conclusions</p> <p><b>The Writing Process</b>            Prewriting            Drafting            Revising            Editing and Proofreading            Publishing and Presenting  <b><u>*Compose one elaborated, polished, revised and edited, persuasive paper.</u></b>            Prompt: Write a composition about why it is important to appreciate what you have.</p> <p><b>Grammar/Usage</b>  <b>*Sentence Structure</b>            Parts of Speech: Conjunctions            Compound/Complex Sentences            Run-ons/Fragments            Spelling/Vocabulary            Spelling/Capitalization/Punctuation            Introductory Words and Phrases  <b>*Revising and Editing tested every 6 weeks</b></p> <p><b>Literature:</b>            Historical Fiction            History Text</p> <p style="padding-left: 40px;">Story Elements: characters, plot, setting, conflict, climax, problem/resolution            Literary Devices: flashback, foreshadowing, and symbolism</p>	<p>6.15-6.18</p> <p>6.17</p> <p><b>6.18</b></p> <p>6.16</p> <p>6.12</p>	<p><b><u>Prentice Hall</u> References</b>            Chapter 7, p. 124</p> <p>Chapter 1, p. 2 and chapter 2, p.14</p> <p><b><i>Six Traits: Incorporated every six weeks</i></b>  <b><i>Organization</i></b>  <b><i>Ideas</i></b>  <b><i>Sentence Fluency</i></b>  <b><i>Conventions</i></b>  <b><i>Word Choice</i></b>  <b><i>Voice</i></b></p> <p>Chapter 18, p. 362            Chapter 20, p. 427; 428            Chapter 21, p. 454  <u>Everyday Spelling</u>            Chapter 26, p. 567</p> <p><b><u>Glencoe Reading Models:</u></b>  <b>Historical Fiction</b>            "Creation" p.607            "Leyenda" p. 610            "The Pied Piper from Hamelin" p. 693            "Backwards Boy" p. 285  <b>History Text</b>            "Ancient Civilizations in Mexico" p. 613</p> <p>Novel Recommendation: 1 novel each semester</p>
<u>Writing/Inquiry/Research</u>	6. 20	Peer Conferencing/Portfolios
<u>Writing/Evaluation/Connections</u>	6.19;6.21	
<u>Viewing/Representing</u>	6.22-6.24	

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