

NT- Not Test		First Nine Weeks	
Grade: 6	Subject: English CIP Pacing Guide	Year: 2017-2018	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing throughout the year	SOLs 6.1, 6.2, & 6.3 will not be tested but will be covered throughout the year during each nine weeks.				
Ongoing throughout the year	<p>The student will participate in and contribute to small-group activities.</p> <ul style="list-style-type: none"> Communicate as leader and contributor. (6.1a) Evaluate own contributions to discussions. (6.1b) Summarize and evaluate group activities. (6.1c) Analyze the effectiveness of participant interactions. (6.1d) 	<ul style="list-style-type: none"> ensure that all group members participate in the exchange of information. use strategies that contribute to the discussion. receive and understand feedback from the others. pose and respond to questions. relate and retell information. restate briefly and critically the main idea(s) or theme(s) discussed within a group. use active listening to focus on what is said and what is implied. summarize what is heard. retain and rethink ideas based on what is heard. infer and assimilate new ideas. use a checklist and/or rubric to evaluate the participation of self and others. 			<ul style="list-style-type: none"> Contribute-L3 Communicate-L2 Evaluate-L5 Summarize-L2 Analyze-L4 Participate-L3 Use-L3 Understand-L2 Pose-L2 Respond-L2 Relate-L4 Retell-L2 Restate-L2 Retain-L2 Rethink-L2 Infer-L4 Assimilate-L3

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Ongoing throughout the year	<p>The student will present, listen critically, and express opinions in oral presentations.</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion. (6.2a) • Compare and contrast viewpoints. (6.2b) • Present a convincing argument. (6.2c) • Paraphrase and summarize what is heard. (6.2d) • Use language and vocabulary appropriate to audience, topic, and purpose. (6.2e) 	<ul style="list-style-type: none"> • take notes to record facts/opinions or differing viewpoints. • organize convincing arguments to include: <ul style="list-style-type: none"> ◦ facts; ◦ statistics; ◦ examples; and ◦ logical reasoning. • paraphrase or summarize what others have said. • plan and deliver an oral presentation, using the following steps: <ul style="list-style-type: none"> ◦ determine topic and purpose; ◦ identify the intended audience; ◦ gather information; ◦ organize the information; ◦ use multimedia to clarify presentation information; ◦ choose vocabulary appropriate to topic, purpose, and audience; ◦ phrase with grammatically correct language; and ◦ practice delivery. • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivial and redundant information; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. 			<ul style="list-style-type: none"> Present-L3 Listen-L1 Express-L2 Distinguish-L2 Compare and Contrast-L4 Paraphrase-L2 Summarize-L2 Use-L3 Take notes-L6 Organize-L4 Plan-L6 Deliver-L3 Determine-L5 Identify-L2 Gather-L1 Choose-L3 Phrase-L3 Practice-L3 Delete-L4 Substitute-L6 Find-L2 Create-L6

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing throughout the year	<p>The student will understand the elements of media literacy.</p> <ul style="list-style-type: none"> • Compare and contrast auditory, visual, and written media messages. (6.3a) • Identify the characteristics and effectiveness of a variety of media messages. (6.3b) • Craft and publish audience-specific media messages. (6.3c) 	<ul style="list-style-type: none"> • deconstruct and compare/contrast several types of media messages. • recognize production elements in media are composed based on audience and purpose. • create media messages, such as public service announcements aimed at a variety of audiences with different purposes. • integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film. • access media message to compare and contrast information presented in different media and/or formats. • understand that three most common camera angles or shots are the close-up, long shot, and medium shot. 			<ul style="list-style-type: none"> Understand-L2 Compare and contrast-L4 Identify-L2 Craft-L6 Publish-L6 Deconstructed-L4 Recognize-L1 Create-L6 Integrate-L6 Access-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<p>The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> • Identify word origins and derivations. (6.4a) • Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. (6.4b) <p>Benchmark 1</p>	<ul style="list-style-type: none"> • use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience, auditory, audible</i>). • identify Latin and Greek roots of common English words as clues to the meaning. 		Prefix, suffix, root, -anti, im, spec, able/ible, -syn, chron, phon, nym, -bio, auto, graph, -est, -ist, tele, poly, ex	<p>Read - L1 Learn - L2 Identify - L2 Use - L3</p>
5	<ul style="list-style-type: none"> • Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. (6.4c) <p>Benchmark 1</p>	<ul style="list-style-type: none"> • recognize word relationships, such as: synonyms – small: little; antonyms – up: down; object/action – ear: hear; source/product – tree: lumber; part/whole – paw: dog; and animal/habitat – bee: hive. 		Analogy, synonyms/antonyms, object/action, part/whole, source/product, animal/habitat	<p>Use - L3 Determine - L5 Differentiate - L4 Recognize - L2</p>
5	<ul style="list-style-type: none"> • Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. (6.4c) <p>Benchmark 1</p>	<ul style="list-style-type: none"> • use context clues to determine meanings of unfamiliar words in text, such as: examples; restatements; and contrast. • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. 		Context clues, restatements, contrast, multiple meaning	<p>Use - L3 Determine - L5 Differentiate - L4</p>

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3	<ul style="list-style-type: none"> Use word-reference materials, dictionaries, thesauruses, glossaries, online sources, almanac, encyclopedia, atlas (6.4e) 	<ul style="list-style-type: none"> consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. 		Dictionary, thesaurus, glossary, online sources, almanac, encyclopedia, atlas, origin, cognate, derivation	<ul style="list-style-type: none"> Use - L3 Consult - L3 Find - L2
Ongoing throughout the year	<ul style="list-style-type: none"> Extend general and specialized vocabulary through speaking, listening, reading, and writing. (6.4f) 	<ul style="list-style-type: none"> determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. 			<ul style="list-style-type: none"> Extend-L2 Speaking-L1 Listening-L1 Reading-L1 Writing-L6 Determine-L5 Clarify-L2
5	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. (6.5a) <p>Benchmark 1</p>	<ul style="list-style-type: none"> understand setting as time and place. understand plot as: <ul style="list-style-type: none"> the development of the central conflict and resolution; the sequence of events in the story; and the writer's map for what happens, how it happens, to whom it happens, and when it happens. understand that character traits are revealed by: <ul style="list-style-type: none"> what a character says; what a character thinks; what a character does; and how other characters respond to the character. determine a central idea or theme of a fictional text and how it is developed through specific details. understand internal and external conflicts in stories, including: 		Fiction, genre, short story, novel, historical fiction, science fiction, fantasy, narrative fiction, plot, setting, character, theme, conflict	<ul style="list-style-type: none"> Read - L1 Demonstrate - L3 Identify - L2 Understand - L2 Determine - L3

		<ul style="list-style-type: none"> ◦ internal conflicts within characters; ◦ external conflicts between characters; and ◦ changes in characters as a result of conflicts and resolutions in the plot. 			
Ongoing	<ul style="list-style-type: none"> • Make, confirm, and revise predictions. (6.5b) Benchmark 1 	<ul style="list-style-type: none"> • recognize that prior or background knowledge assists in making connections to the text. 		Prior knowledge, background knowledge	Make - L6 Confirm - L5 Revise - L5 Recognize -L2
2	<ul style="list-style-type: none"> • Describe how word choice and imagery contribute to the meaning of a text. (6.5c) Benchmark 1 	<ul style="list-style-type: none"> • recognize an author’s tone including serious, humorous, objective, and personal. 		Tone, serious, humorous, objective, personal	Describe - L1 Recognize - L2
2	<ul style="list-style-type: none"> • Describe cause and effect relationships and their impact on plot. (6.5d) Benchmark 1 	<ul style="list-style-type: none"> • use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. 		Cause, effect	Describe - L1 Use - L3 Record - L1 Illustrate - L3
Ongoing	<ul style="list-style-type: none"> • Use prior and background knowledge as context for new learning. (6.5e) 	<ul style="list-style-type: none"> • recognize that prior or background knowledge assists in making connections to the text. 		Prior knowledge, background knowledge	Use - L3 Recognize - L2
4	<ul style="list-style-type: none"> • Use information in the text to draw conclusions and make inferences. (6.5f) Benchmark 1 	<ul style="list-style-type: none"> • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		Inference, drawing conclusions	Use - L3 Draw conclusions - L3 Make inferences - L3 Record - L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<ul style="list-style-type: none"> • Explain how character and plot development are used in a selection to support a central conflict or story line. (6.5g) 	<ul style="list-style-type: none"> • describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. • use graphic organizers to record changes in characters as a result of incidents in the plot. 		Exposition, conflict, internal conflict, external conflict, rising action, climax, falling action, resolution	Explain - L2 Describe - L1 Use - L3 Record - L1
Ongoing	<ul style="list-style-type: none"> • Use reading strategies to monitor comprehension throughout the reading process. (6.5l) 	<ul style="list-style-type: none"> • Use reading strategies to monitor comprehension throughout the reading process. 			Use - L3 Monitor - L5
5	<ul style="list-style-type: none"> • Draw conclusions and make inferences based on explicit and implied information. (6.6e) Benchmark 1 	<ul style="list-style-type: none"> • comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. 		Inference, drawing conclusions, generalization	Draw conclusions - L3 Make inferences - L3 Comprehend - L2 Record - L1
2	<ul style="list-style-type: none"> • Differentiate between fact and opinion. (6.6f) Benchmark 1 	<ul style="list-style-type: none"> • recognize that a fact is something that can be proven, while an opinion is a personal feeling. 		Fact, opinion	Differentiate - L4 Recognize - L2
1, Ongoing	<p>The student will write narration, description, exposition, and persuasion.</p> <ul style="list-style-type: none"> • Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. (6.7h) 	<ul style="list-style-type: none"> • incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and ◦ subordination – establishing the relationship between an 		Simple sentence, noun, verb, adjective, adverb, prepositional phrases, punctuation, comma splice, fused sentences, phrase, clause, compound sentences, modifiers, coordination, subordination, independent clause, dependent clause	Write - L6 Expand - L2 Edit - L5 Incorporate - L3 Use - L3 Analyze - L4 Improve - L6 Avoid - L3 Diagram - L3

	<p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (6.8a) T2 & T3 	<p>independent and a dependent clause by using appropriate subordinate conjunctions.</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation. avoid comma splices and fused sentences. diagram sentences with phrases and clauses. 			
1	<ul style="list-style-type: none"> Use subject-verb agreement with intervening phrases and clauses. (6.8b) Benchmark 1 	<ul style="list-style-type: none"> use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics.</i>) 		Subject/verb agreement, subject, predicate/verb	Use - L3
1	<ul style="list-style-type: none"> Use pronoun-antecedent agreement to include indefinite pronouns. (6.8c) 	<ul style="list-style-type: none"> use first person pronouns appropriately in compound subjects and objects (e.g., <i>John and I went to the store. Mother gave presents to Jim and me.</i>). recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 		Pronoun, antecedent, vague pronouns	Use - L3 Recognize - L1 Correct - L5
1, Ongoing	<ul style="list-style-type: none"> Maintain consistent verb tense across paragraphs. (6.8d) 	<ul style="list-style-type: none"> maintain a consistent verb tense within sentences and throughout and across paragraphs. 		Verb tense, singular subjects/verbs, plural subject/verb	Maintain - L3

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1	<ul style="list-style-type: none"> Choose adverbs to describe verbs, adjectives, and other adverbs. (6.8g) Benchmark 1 	<ul style="list-style-type: none"> choose adjectives and adverbs appropriately (e.g., <i>He is a good student.</i> <i>He does really well in all his studies.</i>) 		Adjectives, adverbs, phrase, clause	Choose - L5
1, Ongoing	<ul style="list-style-type: none"> Use correct spelling for frequently used words. (6.8h) 	<ul style="list-style-type: none"> use reference sources to select the correct spelling and usage of words such as <i>their, there, and they're</i>. 		Dictionary, thesaurus	Use - L3 Select - L3
6.7a-j: 7 days	Narrative Writing <ul style="list-style-type: none"> Identify audience and purpose. (6.7a) 	<ul style="list-style-type: none"> identify audience and purpose for any piece of writing. 		Audience, purpose, voice	Identify - L2
	Narrative Writing <ul style="list-style-type: none"> Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. (6.7b) T2 	<ul style="list-style-type: none"> use selected prewriting techniques, such as: <ul style="list-style-type: none"> brainstorming; webbing; mapping; clustering; listing; organizing graphically; questioning; and outlining. 		Brainstorming, webbing, mapping, clustering, listing, organizing graphically, questioning, outlining	Use - L3
	Narrative Writing <ul style="list-style-type: none"> Organize writing structure to fit mode or topic. (6.7c) 	<ul style="list-style-type: none"> develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 		Prewriting strategies	Organize - L4 Develop - L6 Establish - L6

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	Narrative Writing <ul style="list-style-type: none"> Establish a central idea and organization. (6.7d) T3 	<ul style="list-style-type: none"> develop the topic using relevant facts, definitions, details, quotations, and/or examples. 		Topic sentence, reference sources, unity	Establish - L6 Develop - L6
	Narrative Writing <ul style="list-style-type: none"> Compose a topic sentence or thesis statement if appropriate. (6.7e) 	<ul style="list-style-type: none"> write an effective thesis statement focusing, limiting, or narrowing the topic. differentiate between a thesis statement and a topic sentence. 		Thesis statement, topic sentence	Compose - L6 Write - L6 Differentiate - L4
	Narrative Writing <ul style="list-style-type: none"> Write multiparagraph compositions with elaboration, unity, and voice. (6.7f). T3 	<ul style="list-style-type: none"> write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. 		Elaboration, coherence, unity	Write - L6
	Narrative Writing <ul style="list-style-type: none"> Select vocabulary and information to enhance the central idea, tone, and voice. (6.7g) 	<ul style="list-style-type: none"> elaborate to: <ul style="list-style-type: none"> give detail; add depth; and continue the flow of an idea. 		Details, adjectives, adverbs, phrases, clauses	Select - L5 Elaborate - L6 Give - L2 Add - L6 Continue - L3
	Narrative Writing <ul style="list-style-type: none"> Revise sentences for clarity of content including specific vocabulary and information. (6.7i) T2 	<ul style="list-style-type: none"> understand that revising to improve a draft includes: <ul style="list-style-type: none"> rereading; reflecting; rethinking; and rewriting. 		Rereading, reflecting, rethinking, rewriting	Revise - L6 Understand - L2
	Narrative Writing <ul style="list-style-type: none"> Use computer technology to plan, draft, revise, edit, and publish writing. (6.7j) 	<ul style="list-style-type: none"> use available computer technology to enhance the writing process. 		Technology, writing process	Use - L3 Plan - L6 Draft - L6 Revise - L6 Edit - L5 Publish - L6

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
7	<p>The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> • Identify word origins and derivations. (6.4a) • Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. (6.4b) <p>Benchmark 2</p>	<ul style="list-style-type: none"> • use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience, auditory, audible</i>). • identify Latin and Greek roots of common English words as clues to the meaning. 		Prefix, suffix, root, -anti, im, spec, able/ible, -syn, chron, phon, nym, -bio, auto, graph, -est, -ist, tele, poly, ex	<p>Read - L1 Learn - L2 Identify - L2 Use - L3</p>
5	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. (6.5a) <p>Benchmark 2</p>	<ul style="list-style-type: none"> • understand setting as time and place. • understand plot as: <ul style="list-style-type: none"> ◦ the development of the central conflict and resolution; ◦ the sequence of events in the story; and ◦ the writer's map for what happens, how it happens, to whom it happens, and when it happens. • understand that character traits are revealed by: <ul style="list-style-type: none"> ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a central idea or theme of a fictional text and how it is developed through specific details. • understand internal and external conflicts 		Fiction, genre, short story, novel, historical fiction, science fiction, fantasy, narrative fiction, plot, setting, character, theme, conflict	<p>Read - L1 Demonstrate - L3 Identify - L2 Understand - L2 Determine - L3</p>

		<p>in stories, including:</p> <ul style="list-style-type: none"> ◦ internal conflicts within characters; ◦ external conflicts between characters; and ◦ changes in characters as a result of conflicts and resolutions in the plot. 			
5	<ul style="list-style-type: none"> • Use information in the text to draw conclusions and make inferences. (6.5f) Benchmark 2 	<ul style="list-style-type: none"> • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		Inference, drawing conclusions	Use - L3 Draw conclusions - L3 Make inferences - L3 Record - L1
5	<ul style="list-style-type: none"> • Identify the main idea. (6.5h) Benchmark 2 	<ul style="list-style-type: none"> • use strategies for summarizing, such as graphic organizers. 		Summarize, main idea, supporting details	Identify - L2 Use - L3
Taught with 6.5h	<ul style="list-style-type: none"> • Identify and summarize supporting details. (6.5i) Benchmark 2 	<ul style="list-style-type: none"> • use strategies for summarizing, such as graphic organizers. 		Summarize, main idea, supporting details	Identify - L2 Summarize - L2 Use - L3
2	<ul style="list-style-type: none"> • Identify transitional words and phrases that signal an author's organizational pattern. (6.5k) Benchmark 2 	<ul style="list-style-type: none"> • identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information. 		Transitional words	Identify - L2
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2	<p>The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. (6.6a) <p>Benchmark 2</p>	<ul style="list-style-type: none"> pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> boldface and/or italics type; type set in color; vocabulary; graphics or photographs; and headings and subheadings. 		Text structures, boldface, italics type, type set in color, vocabulary, graphics or photographs, heads/subheadings	Read - L1 Demonstrate - L3 Use - L3 Pose - L4
Ongoing	<ul style="list-style-type: none"> Use prior knowledge and build additional background knowledge as context for new learning. (6.6b) 	<ul style="list-style-type: none"> activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> small-group or whole-class discussion; anticipation guides; and preview of key vocabulary 		Prior knowledge, background knowledge, anticipation guide	Use - L3 Build - L1 Activate - L3
2	<ul style="list-style-type: none"> Identify questions to be answered. (6.6c) <p>Benchmark 2</p>	<ul style="list-style-type: none"> pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> boldface and/or italics type; type set in color; vocabulary; graphics or photographs; and headings and subheadings. 		Prior knowledge, background knowledge	Identify - L2 Pose - L4
Ongoing	<ul style="list-style-type: none"> Make, confirm, or revise predictions. (6.6d) 	<ul style="list-style-type: none"> predict and then read to validate or revise the prediction(s). 		Prediction	Make - L6 Confirm - L5 Revise - L5 Predict - L6
5	<ul style="list-style-type: none"> Identify main idea. (6.6g) <p>Benchmark 2</p>	<ul style="list-style-type: none"> determine a central idea of a text and recognize how details support that idea. 		Central idea, main idea, supporting details	Identify - L2 Recognize - L2 Determine - L3

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Taught with 6.6g	<ul style="list-style-type: none"> Summarize supporting details. (6.6h) Benchmark 2 	<ul style="list-style-type: none"> use strategies and rules for summarizing, such as the following: <ul style="list-style-type: none"> delete trivia and redundancy; substitute a general term for a list; and find or create a main idea statement. summarize the text without providing a personal opinion. 		Summarize, trivia, redundancy, main idea statement, personal opinion	Summarize - L2 Use - L3 Delete - L3 Substitute - L3 Find - L1 Create - L6
5	<ul style="list-style-type: none"> Identify the author's organizational pattern. (6.6j) Benchmark 2 	<ul style="list-style-type: none"> identify common patterns of organizing text including: <ul style="list-style-type: none"> chronological or sequential; comparison/contrast; cause and effect; problem-solution; and generalization or principle. recognize an author's purpose, including: <ul style="list-style-type: none"> to entertain; to inform; and to persuade. 		Author's organization, chronological/sequential, comparison/contrast, cause/effect, problem/solution, generalization/principle, author's purpose, entertain, inform, persuade	Identify - L2 Recognize - L2
2	<ul style="list-style-type: none"> Identify cause and effect relationships. (6.6k) Benchmark 2 	<ul style="list-style-type: none"> identify common patterns of organizing text including: <ul style="list-style-type: none"> cause and effect 		Author's organization, cause, effect	Identify - L2
Ongoing	<ul style="list-style-type: none"> Use reading strategies to monitor comprehension throughout the reading process. (6.6l) 	<ul style="list-style-type: none"> Use reading strategies to monitor comprehension throughout the reading process. 			Use - L3 Monitor - L5
1	<ul style="list-style-type: none"> Use quotation marks with dialogue. (6.8f) 	<ul style="list-style-type: none"> correctly use quotation marks in dialogue. 		Dialogue, quotation	Use - L3
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1, Ongoing	<p>The student will write narration, description, exposition, and persuasion.</p> <ul style="list-style-type: none"> Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. (6.7h) <p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (6.8a) T2 	<ul style="list-style-type: none"> incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions. use complete sentences with appropriate punctuation. avoid comma splices and fused sentences. diagram sentences with phrases and clauses. 		Compound sentence, noun, verb, adjective, adverb, prepositional phrases, punctuation, comma splice, fused sentences, phrase, clause, compound sentences, modifiers, coordination, subordination, independent clause, dependent clause	Write - L6 Expand - L2 Edit - L5 Incorporate - L3 Use - L3 Analyze - L4 Improve - L6 Avoid - L3 Diagram – L3
6.7a-j: 7 days	<p>Descriptive Writing</p> <ul style="list-style-type: none"> Identify audience and purpose. (6.7a) <p>Benchmark 2</p>	<ul style="list-style-type: none"> identify audience and purpose for any piece of writing. 		Audience, purpose, voice	Identify - L2
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. (6.7b) T2 <p>Benchmark 2</p>	<ul style="list-style-type: none"> use selected prewriting techniques, such as: <ul style="list-style-type: none"> brainstorming; webbing; mapping; clustering; listing; organizing graphically; questioning; and outlining. 		Brainstorming, webbing, mapping, clustering, listing, organizing graphically, questioning, outlining	Use - L3
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Organize writing structure to fit mode or topic. (6.7c) 	<ul style="list-style-type: none"> • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. 		<p>Prewriting strategies</p>	<p>Organize - L4 Develop - L6</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Establish a central idea and organization. (6.7d) <p>Benchmark 2</p>	<ul style="list-style-type: none"> • develop the topic using relevant facts, definitions, details, quotations, and/or examples. 		<p>Topic sentence, reference sources, unity</p>	<p>Establish - L6 Develop - L6</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Compose a topic sentence or thesis statement if appropriate. (6.7e) <p>Benchmark 2</p>	<ul style="list-style-type: none"> • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. 		<p>Thesis statement, topic sentence</p>	<p>Compose - L6 Write - L6 Differentiate - L4</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Write multiparagraph compositions with elaboration, unity, and voice. (6.7f). T3 	<ul style="list-style-type: none"> • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. 		<p>Elaboration, coherence, unity</p>	<p>Write - L6</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Select vocabulary and information to enhance the central idea, tone, and voice. (6.7g) 	<ul style="list-style-type: none"> • elaborate to: <ul style="list-style-type: none"> ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. 		<p>Details, adjectives, adverbs, phrases, clauses</p>	<p>Select - L5 Elaborate - L6 Give - L2 Add - L6 Continue - L3</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Revise sentences for clarity of content including specific vocabulary and information. (6.7i) T2 	<ul style="list-style-type: none"> • understand that revising to improve a draft includes: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; and ◦ rewriting. 		<p>Rereading, reflecting, rethinking, rewriting</p>	<p>Revise - L6 Understand - L2</p>
	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Use computer technology to plan, draft, revise, edit, and publish writing. (6.7j) 	<ul style="list-style-type: none"> • use available computer technology to enhance the writing process. 		<p>Technology, writing process</p>	<p>Use - L3 Plan - L6 Draft - L6 Revise - L6 Edit - L5</p>

Publish - L6

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<ul style="list-style-type: none">Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. (6.4c) Benchmark 3	<ul style="list-style-type: none">recognize word relationships, such as:<ul style="list-style-type: none">synonyms – small: little;antonyms – up: down;object/action – ear: hear;source/product – tree: lumber;part/whole – paw: dog; andanimal/habitat – bee: hive.		Analogy, synonyms/antonyms, object/action, part/whole, source/product, animal/habitat	Use - L3 Determine - L5 Differentiate - L4 Recognize - L2
10	<ul style="list-style-type: none">Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. (6.4c) Benchmark 3	<ul style="list-style-type: none">use context clues to determine meanings of unfamiliar words in text, such as:<ul style="list-style-type: none">examples;restatements; andcontrast.determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.		Context clues, restatements, contrast, multiple meaning	Use - L3 Determine - L5 Differentiate - L4
5	Poetic Forms <ul style="list-style-type: none">Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. (6.5a) Benchmark 3	<ul style="list-style-type: none">recognize poetic forms, including:<ul style="list-style-type: none">haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;limerick – a 5-line, rhymed, rhythmic verse, usually humorous;ballad – a songlike narrative poem, usually featuring rhyme, rhythm,		Poetic form, haiku, limerick, ballad, free verse, poetic elements, rhyme, rhythm, repetition, alliteration, onomatopoeia	Identify - L2 Recognize - L2

		<ul style="list-style-type: none"> and refrain; and ◦ free verse – poetry with neither regular meter nor rhyme scheme. • recognize poetic elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i>; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i>. 			
3	<ul style="list-style-type: none"> • Describe how word choice and imagery contribute to the meaning of a text. (6.5c) Benchmark 3 	<ul style="list-style-type: none"> • recognize an author’s tone including serious, humorous, objective, and personal. 		Tone, serious, humorous, objective, personal	<ul style="list-style-type: none"> Describe - L1 Recognize - L2
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom’s
2	<ul style="list-style-type: none"> • Describe cause and effect relationships and their impact on plot. (6.5d) Benchmark 3 	<ul style="list-style-type: none"> • use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. 		Cause, effect	<ul style="list-style-type: none"> Describe - L1 Use - L3 Record - L1 Illustrate - L3

3	<ul style="list-style-type: none"> Use information in the text to draw conclusions and make inferences. (6.5f) Benchmark 3 	<ul style="list-style-type: none"> use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		Inference, drawing conclusions	<ul style="list-style-type: none"> Use - L3 Draw conclusions - L3 Make inferences - L3 Record - L1
3	<ul style="list-style-type: none"> Identify the main idea. (6.5h) Benchmark 3 	<ul style="list-style-type: none"> use strategies for summarizing, such as graphic organizers. 		Summarize, main idea, supporting details	<ul style="list-style-type: none"> Identify - L2 Use - L3
Taught with 6.5h	<ul style="list-style-type: none"> Identify and summarize supporting details. (6.5i) Benchmark 3 	<ul style="list-style-type: none"> use strategies for summarizing, such as graphic organizers. 		Summarize, main idea, supporting details	<ul style="list-style-type: none"> Identify - L2 Summarize - L2 Use - L3
5	<ul style="list-style-type: none"> Identify and analyze figurative language. (6.4d) T2 Benchmark 3 	<ul style="list-style-type: none"> identify figurative language in text, including: <ul style="list-style-type: none"> simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; hyperbole – intentionally exaggerated figures of speech; and metaphor – a comparison equating two or more unlike things without using “like” or “as.” 			<ul style="list-style-type: none"> Identify-L2 Analyze-L4
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom’s
5	<ul style="list-style-type: none"> Identify and analyze the author’s use of figurative language. (6.5j) Benchmark 3 	<ul style="list-style-type: none"> recognize an author’s use of: <ul style="list-style-type: none"> simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons; hyperbole – intentionally exaggerated figures of speech; and 		Figurative language, simile, hyperbole, metaphor	<ul style="list-style-type: none"> Identify - L2 Analyze - L4 Recognize - L2

		<ul style="list-style-type: none"> ◦ metaphor – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.” 			
2	<ul style="list-style-type: none"> • Identify transitional words and phrases that signal an author’s organizational pattern. (6.5k) • Benchmark 3 	<ul style="list-style-type: none"> • identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information. 		Transitional words	Identify - L2
2	<p>The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. (6.6a) • Benchmark 3 	<ul style="list-style-type: none"> • pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ vocabulary; ◦ graphics or photographs; and ◦ headings and subheadings. 		Text structures, boldface, italics type, type set in color, vocabulary, graphics or photographs, heads/subheadings	Read - L1 Demonstrate - L3 Use - L3 Pose - L4
2	<ul style="list-style-type: none"> • Differentiate between fact and opinion. (6.6f) • Benchmark 3 	<ul style="list-style-type: none"> • recognize that a fact is something that can be proven, while an opinion is a personal feeling. 		Fact, opinion	Differentiate - L4 Recognize - L2
3	<ul style="list-style-type: none"> • Identify main idea. (6.6g) • Benchmark 3 	<ul style="list-style-type: none"> • determine a central idea of a text and recognize how details support that idea. 		Central idea, main idea, supporting details	Identify - L2 Recognize - L2 Determine - L3
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom’s

3	<ul style="list-style-type: none"> • Compare and contrast information about one topic, which may be contained in different selections. (6.6i) Benchmark 3 	<ul style="list-style-type: none"> • use graphic organizers to show similarities and differences in the information found in several sources about the same topic. • compare and contrast similar information across several texts. 		Compare, contrast, graphic organizer	Compare - L4 Contrast - L4 Use - L3 Show - L3
2	<ul style="list-style-type: none"> • Identify cause and effect relationships. (6.6k) Benchmark 3 	<ul style="list-style-type: none"> • identify common patterns of organizing text including: <ul style="list-style-type: none"> ◦ cause and effect 		Author's organization, cause, effect	Identify - L2
1	<ul style="list-style-type: none"> • Use subject-verb agreement with intervening phrases and clauses. (6.8b) Benchmark 3 	<ul style="list-style-type: none"> • use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics</i>). 		Subject/verb agreement, subject, predicate/verb	Use - L3
1	<ul style="list-style-type: none"> • Eliminate double negatives. (6.8e) Benchmark 3 	<ul style="list-style-type: none"> • eliminate double negatives. 		Double negatives	Eliminate - L3
2	<ul style="list-style-type: none"> • Evaluate the validity and authenticity of texts. (6.9b) Benchmark 3 	<ul style="list-style-type: none"> • evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? 		Validity, authenticity, reputable, publication, bias, source	Evaluate - L5
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

<p>2, Ongoing</p>	<ul style="list-style-type: none"> • Sentence Structure: Complex Sentences Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (6.8a) T3 	<ul style="list-style-type: none"> • use complete sentences with appropriate punctuation. • avoid comma splices and fused sentences. • diagram sentences with phrases and clauses. • incorporate variety into sentences, using appropriate: <ul style="list-style-type: none"> ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and ◦ subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions. 		<p>Complex sentence, noun, verb, adjective, adverb, prepositional phrases, punctuation, comma splice, fused sentences, phrase, clause, compound sentences, modifiers, coordination, subordination, independent clause, dependent clause</p>	<p>Use - L3 Analyze - L4 Improve - L6 Avoid - L3 Diagram - L3 Incorporate - L3</p>
<p>6.7a-j: 7 days</p>	<p>Expository Writing</p> <ul style="list-style-type: none"> • Identify audience and purpose. (6.7a) 	<ul style="list-style-type: none"> • identify audience and purpose for any piece of writing. 		<p>Audience, purpose, voice</p>	<p>Identify - L2</p>
	<p>Expository Writing</p> <ul style="list-style-type: none"> • Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. (6.7b) 	<ul style="list-style-type: none"> • use selected prewriting techniques, such as: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ clustering; ◦ listing; ◦ organizing graphically; ◦ questioning; and ◦ outlining. 		<p>Brainstorming, webbing, mapping, clustering, listing, organizing graphically, questioning, outlining</p>	<p>Use - L3</p>

	Expository Writing <ul style="list-style-type: none"> • Organize writing structure to fit mode or topic. (6.7c) 	<ul style="list-style-type: none"> • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 		Prewriting strategies	Organize - L4 Write - L6 Examine - L4
	Expository Writing <ul style="list-style-type: none"> • Establish a central idea and organization. (6.7d) T3 	<ul style="list-style-type: none"> • develop the topic using relevant facts, definitions, details, quotations, and/or examples. 		Topic sentence, reference sources, unity	Establish - L6 Develop - L6
	Expository Writing <ul style="list-style-type: none"> • Compose a topic sentence or thesis statement if appropriate. (6.7e) 	<ul style="list-style-type: none"> • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. 		Thesis statement, topic sentence	Compose - L6 Write - L6 Differentiate - L4
	Expository Writing <ul style="list-style-type: none"> • Write multiparagraph compositions with elaboration, unity, and voice. (6.7f). T3 	<ul style="list-style-type: none"> • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. 		Elaboration, coherence, unity	Write - L6
	Expository Writing <ul style="list-style-type: none"> • Select vocabulary and information to enhance the central idea, tone, and voice. (6.7g) T3 	<ul style="list-style-type: none"> • elaborate to: <ul style="list-style-type: none"> ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. 		Details, adjectives, adverbs, phrases, clauses	Select - L5 Elaborate - L6 Give - L2 Add - L6 Continue - L3
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Expository Writing <ul style="list-style-type: none"> • Revise sentences for clarity of content including specific vocabulary and information. (6.7i) 	<ul style="list-style-type: none"> • understand that revising to improve a draft includes: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; and ◦ rewriting. 		Rereading, reflecting, rethinking, rewriting	Revise - L6 Understand - L2

	<p>Expository Writing</p> <ul style="list-style-type: none"> Use computer technology to plan, draft, revise, edit, and publish writing. (6.7j) 	<ul style="list-style-type: none"> use available computer technology to enhance the writing process. 		<p>Technology, writing process</p>	<p>Use - L3 Plan - L6 Draft - L6 Revise - L6 Edit - L5 Publish - L6</p>
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Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<p>The student will find, evaluate, and select appropriate resources for a research product.</p> <ul style="list-style-type: none"> Collect information from multiple sources including online, print, and media. (6.9a) 	<ul style="list-style-type: none"> understand and use the online, print, and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> general and specialized dictionaries; thesauruses and glossaries; general and specialized encyclopedias; directories; general and specialized (or subject-specific) databases; and Internet resources, as appropriate for school use. 		<p>General/specialized dictionaries, thesauruses/glossaries, general/specialized databases, internet resources</p>	<p>Find - L1 Evaluate - L5 Select - L5 Collect - L4 Understand - L2 Use - L3</p>
3	<ul style="list-style-type: none"> Use technology as a tool to research, organize, evaluate, and communicate information. (6.9c) Benchmark 3 	<ul style="list-style-type: none"> understand and use the online and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> general and specialized (or subject-specific) databases; and Internet resources, as appropriate for 		<p>Media references</p>	<p>Use - L3 Understand - L2</p>

		school use.			
2	<ul style="list-style-type: none"> Cite primary and secondary sources. (6.9d) 	<ul style="list-style-type: none"> differentiate between a primary and secondary source. 		Primary source, secondary source	Cite - L3 Differentiate - L4
2	<ul style="list-style-type: none"> Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (6.9e) 	<ul style="list-style-type: none"> prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. provide a list of sources using a standard form for documenting primary and secondary sources. 		Plagiarism, credit, documenting	Define - L1 Prevent - L3 Giving - L3 Provide - L3
6.7a – 6.7j, 7 days	<p>Persuasive Writing</p> <ul style="list-style-type: none"> Identify audience and purpose. (6.7a) 	<ul style="list-style-type: none"> identify audience and purpose for any piece of writing. 		Audience, purpose, voice	Identify - L2
	<p>Persuasive Writing</p> <ul style="list-style-type: none"> Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. (6.7b) 	<ul style="list-style-type: none"> use selected prewriting techniques, such as: <ul style="list-style-type: none"> brainstorming; webbing; mapping; clustering; listing; organizing graphically; questioning; and outlining. 		Brainstorming, webbing, mapping, clustering, listing, organizing graphically, questioning, outlining	Use - L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
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<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Organize writing structure to fit mode or topic. (6.7c) 	<ul style="list-style-type: none"> • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 			<p>Prewriting strategies</p>	<p>Organize - L4 Write - L6 Examine - L4</p>
<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Establish a central idea and organization. (6.7d) 	<ul style="list-style-type: none"> • develop the topic using relevant facts, definitions, details, quotations, and/or examples. 			<p>Topic sentence, reference sources, unity</p>	<p>Establish - L6 Develop - L6</p>
<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Compose a topic sentence or thesis statement if appropriate. (6.7e) 	<ul style="list-style-type: none"> • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. 			<p>Thesis statement, topic sentence</p>	<p>Compose - L6 Write - L6 Differentiate - L4</p>
<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Write multiparagraph compositions with elaboration, unity, and voice. (6.7f). 	<ul style="list-style-type: none"> • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. 			<p>Elaboration, coherence, unity</p>	<p>Write - L6</p>
<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Select vocabulary and information to enhance the central idea, tone, and voice. (6.7g) 	<ul style="list-style-type: none"> • elaborate to: <ul style="list-style-type: none"> ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. 			<p>Details, adjectives, adverbs, phrases, clauses</p>	<p>Select - L5 Elaborate - L6 Give - L2 Add - L6 Continue - L3</p>
<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Revise sentences for clarity of content including specific vocabulary and information. (6.7i) 	<ul style="list-style-type: none"> • understand that revising to improve a draft includes: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; and ◦ rewriting. 			<p>Rereading, reflecting, rethinking, rewriting</p>	<p>Revise - L6 Understand - L2</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Persuasive Writing <ul style="list-style-type: none"> Use computer technology to plan, draft, revise, edit, and publish writing. (6.7j) 	<ul style="list-style-type: none"> use available computer technology to enhance the writing process. 		Technology, writing process	Use - L3 Plan - L6 Draft - L6 Revise - L6 Edit - L5 Publish - L6
	Review previously learned SOLs				