

### Putnam City 6th Grade English PASS Curriculum Map

**Textbooks/Resources: Literature -- McDougal Literature:** Units 1,2 correlate well with 1st Quarter; Units 5, 6 with 2nd Quarter; Units 3, 4 with 3 Quarter.

**Writing/Grammar -- Language Network,** McDougal

**Benchmark 1 = 1st quarter of school year (Aug. - Oct.)    Benchmark 2 = 2nd quarter (Oct. - Dec.).**

**Benchmark 3 = 3rd quarter of school year (Jan. - Mar.)    Quarter 4= OCCT (PASS Covered on OCCT)**

**OCCT Test State Test Window--April 11-26, 2011**

PASS READING/LITERATURE	Q1	Q2	Q3	Q4	Activities/Resources
<b>PASS R/L Vocabulary 1.1.a. Words in Context -</b> Use knowledge of word parts and word relationships, as well as context clues to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	3 ques.	5 ques.	3 ques.	OCCT	
<b>PASS R/L Vocabulary 1.1.b. Words in Context -</b> Use prior experience and context to analyze and explain the figurative use of words, similes, metaphors, and multiple meaning words.	1 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.2.a. Word Origins -</b> Recognize the origins and meanings of foreign words frequently used in English. (spaghetti, rodeo)				OCCT	
<b>PASS R/L Vocabulary 1.2.b. Word Origins -</b> Apply knowledge of root words to determine the meaning of unknown words within a passage.	2 ques.	1 ques.	3 ques.	OCCT	
<b>PASS R/L Vocabulary 1.2.c. Word Origins -</b> Use word origins, including knowledge of less common roots ( <i>graph = writing, logos = the study of</i> ) and word parts ( <i>auto = self, bio = life</i> ) from Greek and Latin to analyze the meaning of complex words ( <i>autograph, autobiography, biology</i> ).	1 ques.	3 ques.	1 ques.	OCCT	
<b>PASS R/L Vocabulary 1.3.a. Using Resource Materials and Aids -</b> Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.					
<b>PASS R/L Vocabulary 1.3.b. Using Resource Materials and Aids -</b> Relate dictionary definitions to context of the reading in order to aid understanding.					
<b>PASS R/L Comprehension / Critical Literacy 3.1.a. Literal Understanding -</b> Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	3 ques.	1 ques.	1 ques.	OCCT	

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<b>PASS R/L Comprehension / Critical Literacy 3.1.b.</b> <b>Literal Understanding</b> - Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	1 ques.		2 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.1.c.</b> <b>Literal Understanding</b> - Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.			1 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.1.d.</b> <b>Literal Understanding</b> - Use text's structure or progression of ideas, such as cause and or chronology to organize or recall information.		5 ques.		OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.2.a.</b> <b>Inferences and Interpretation</b> - Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.			2 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.2.b.</b> <b>Inferences and Interpretation</b> - Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' appearances, other characters' responses to a character).	1 ques.	2 ques.	4 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.2.c.</b> <b>Inferences and Interpretation</b> - Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).					
<b>PASS R/L Comprehension / Critical Literacy 3.3.a.</b> <b>Summary and Generalization</b> - Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	2 ques.	4 ques.	3 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.3.b.</b> <b>Summary and Generalization</b> - Make generalizations based on information gleaned from text.	1 ques.			OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.3.c.</b> <b>Summary and Generalization</b> - Support reasonable statements by reference to relevant aspects of text and examples.		1 ques.	2 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.3.d.</b> <b>Summary and Generalization</b> - Clarify understanding of text information in different ways (e.g., timelines, Outlines, graphic organizer) to support and explain ideas.	3 ques.			OCCT	

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<b>PASS R/L Comprehension / Critical Literacy 3.4.a.</b> <b>Analysis and Evaluation</b> - Evaluate the believability of a character and the impact he/she has on the plot.	1 ques.			OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.4.b.</b> <b>Analysis and Evaluation</b> - Analyze the main problem or conflict of the plot; how do the qualities of the Characters affect the plot, and how is the plot resolved?	1 ques.	1 ques.	1 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.4.c.</b> <b>Analysis and Evaluation</b> - Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.			1 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.4.d.</b> <b>Analysis and Evaluation</b> - Make observations, connections, and react, speculate, interpret, and raise questions in analysis of text.	3 ques.	4 ques.	1 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.4.e.</b> <b>Analysis and Evaluation</b> - Recognize and evaluate structural patterns found in a literary work (e.g., cause and effect, problem/solution, sequential order).		1 ques.	2 ques.	OCCT	
<b>PASS R/L Comprehension / Critical Literacy 3.4.f.</b> <b>Analysis and Evaluation</b> - Distinguish among stated factsm inferences supported by evidence, and opinions in text?	5 ques.	2 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.1.a. Literary Genres</b> - Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	4 ques.	2 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.1.b. Literary Genres</b> - Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystgery, and myth.		3 ques.	3 ques.	OCCT	
<b>PASS R/L Literature 4.2.a. Literary Elements</b> - Analyze and explain elements of fiction including plot, conflict, character, setting, and theme.	1 ques.	4 ques.	6 ques.	OCCT	
<b>PASS R/L Literature 4.2.b. Literary Elements</b> - Identify and explain internal and external conflict in the development of a story.				OCCT	
<b>PASS R/L Literature 4.2c Literary Elements</b> -Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	2 ques.	2 ques.	1 ques.	OCCT	

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<b>PASS R/L Literature 4.2.d. Literary Elements</b> - Connect, compare, and contrast ideas, themes, and issues across texts.	1 ques.	1 ques.		OCCT	
<b>PASS R/L Literature 4.3.a. Figurative Language and Sound Devices</b> - Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	3 ques.	1 ques.	3 ques.	OCCT	
<b>PASS R/L Literature 4.3.b. Figurative Language and Sound Devices</b> - Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.	1 ques.	3 ques.	1 ques.	OCCT	
<b>PASS R/L Literature 4.3.c. Figurative Language and Sound Devices</b> - Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [inquain, diamante]).				OCCT	
<b>PASS R/L Literature 4.3.d. Figurative Language and Sound Devices</b> - Identify and describe the function and effect of common literary devices, such as imagery and symbolism.		1 ques.		OCCT	
<b>PASS R/L Literature 4.4.a. Literary Works</b> - Analyze and evaluate works of literature and the historical context in which they were written.					
<b>PASS R/L Literature 4.4.b. Literary Works</b> - Analyze and evaluate literature from various cultures to broaden cultural awareness.					
<b>PASS R/L Literature 4.4.c. Literary Works</b> - Compare similar characters, settings, and themes from varied literary traditions.					
<b>R/L Research and Information 5.1.a. Accessing Information</b> - Use card catalogs and computer databases to locate sources for research topics.			1 ques.	OCCT	
<b>R/L Research and Information 5.1.b. Accessing Information</b> - Access information from variety of primary and secondary sources to gather information for research topics.			1 ques.	OCCT	
<b>R/L Resesarch and Information 5.1.c. Accessing Information</b> - Use organizational strategies as an aid to comprehend increasingly difficult content material.			1 ques.	OCCT	
<b>R/L Research and Information 5.1.d. Accessing Information</b> - Note instances of persuasion, propaganda, and faulty reasoning in text.			1 ques.	OCCT	

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<b>R/L Research and Information 5.1.e. Accessing Information</b> - Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic. (footnotes)				OCCT	
<b>R/L Research and Information 5.2.a. Interpreting Information</b> - Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).			3 ques.	OCCT	
<b>R/L Resesarch and Information 5.2.b. Interpreting Information</b> - Identify and credit the reference sources used to gain information.				OCCT	
<b>R/L Research and Information 5.2.c. Interpreting Information</b> - Determine the appropriateness of an information source for a research topic.				OCCT	
<b>R/L Research and Information 5.2.d. Interpreting Information</b> - Summarize information from a variety of sources into a research paper.				OCCT	
<b>PASS R/L Fluency 2.1.</b> Read regularly in independent-level materials (texts in which no more than 1 to 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.					
<b>PASS R/L Fluency 2.2.</b> Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).					
<b>PASS R/L Fluency 2.3.</b> Increase silent reading speed and comprehension through daily independent reading.					
<b>PASS R/L Fluency 2.4.</b> Read silently for increased periods of time.					
<b>PASS R/L Comprehension 3.5.a. Monitoring and Correction Strategies</b> - Monitor own reading and modigy strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).					
<b>PASS R/L Comprehension 3.5.b. Monitoring and Correction Strategies</b> - Clarify meaning by questioning and rereading: confirm and revise predictions as needed when reading.					

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<b>PASS R/L Comprehension 3.5.c. Monitoring and Correction Strategies</b> - Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the test, and characteristics of the text.					
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<b>WRITING/GRAMMAR/USAGE AND MECHANICS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	
<b>Writing Process 1.1</b> - Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.					
<b>Writing Process 1.2</b> - Add details, examples, reasons, and evidence to develop and support an idea.					
<b>Writing Process 1.3</b> - Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.					
<b>Writing Process 1.4</b> - Use effective transitions for effective blending of sentences and paragraphs.					
<b>Writing Process 1.5</b> - Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.					
<b>Writing Process 1.6</b> - Use a variety of sentence types and lengths to contribute to fluency and interest.					
<b>Writing Process 1.7</b> Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.					
<b>2.0 Modes and Forms of Writing - At Grade 6, write</b> for a variety of purposes in the modes listed below; at least 500-750 words -- (which is a way of saying a "fully developed" paper rather than a paragraph or poster or PowerPoint).					
<b>Modes and Forms of Writing 2.1 Compose fictional, biographical, and autobiographical narratives that:</b> <b>2.1.a.</b> - establish and develop a plot and setting with a distinct beginning, middle, and ending. <b>2.1.b.</b> - establish and develop a setting, characters, and point of view appropriate for the narrative. <b>2.1.c.</b> - use a range of narrative devices, such as dialogue or suspense. <b>2.1.d.</b> - adjust tone and style as necessary to make writing interesting and engaging to the audience.					

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<p><b>Modes and Forms of Writing 2.2. - Compose expository text including descriptions, explanations, comparison and contrast, and problem and solution compositions that</b>  <b>2.2.a.</b> - state the thesis (position on the topic) main idea, or purpose;  <b>2.2.b.</b> - explain the situation including supporting paragraphs with facts, details, and explanations.  <b>2.2.c.</b> -organize the composition clearly and appropriately for the purpose of writing;  <b>2.2.d.</b>- include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or referencebooks to support arguments and conclusions.  <b>Example:</b> Write successive drafts of a one or two page newspaper article about school carnival activities, including details to support the main topic and allow the reader to compare and contrast the difference carnival activities escribed or a description of a school event including details to support the main idea.</p>					
<p><b>Modes and Forms of Writing 2.3.- Compose persuasive/argumentative compositions that</b>  <b>2.3.a.</b> - state a clear position on a proposition or proposal;  <b>2.3.b.</b> - support the position with organized and relevant evidence and effective emotional appeals;  <b>2.3.c.</b> - predict, identify, and address reader concerns and counterarguments.  <b>Example:</b> Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>					

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<p><b>Modes and Forms of Writing 2.4.-Compose reflective papers that may address the following purposes:</b>  <b>2.4.a.</b> - express the individual's insight into conditions or situations;  <b>2.4.b.</b> - compare a scene from a work of fiction with a lesson learned from experience;  <b>2.4.c.</b> - complete a self-evaluation. Example: Write a self-evaluation on a personal strength.</p>					
<p><b>Modes and Forms of Writing 2.5. - Write responses to literature, including poetry, that</b>  <b>2.5.a.</b> - include an interpretation that shows careful reading, understanding, and insight;  <b>2.5.b</b> - organize the interpretation around several clear ideas;  <b>2.5.c</b> - develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading a novel, write a final chapter to the book describing what happens to the main character after the point where the book ends and how it is supported by the rest of the narrative.</p>					
<p><b>Modes and Forms of Writing 2.6</b> - Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.  <b>Example:</b> Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.</p>					
<p><b>Modes and Forms of Writing 2.7. - Compose summaries of reading material that</b>  <b>2.7.a.</b> - include the main idea and most significant details;   <b>2.7.b.</b> - use the student's own words except for direct quotations (use of paraphrasing);</p>					
<p><b>Modes and Forms of Writing 2.8.</b> - Compose friendly and formal letters, and emails; continue to produce other writing forms introduced in earlier grades.  <b>Example:</b> Write a formal letter requesting a catalog.</p>					

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<p><b>Modes and Forms of Writing 2.9. -Use appropriate essay test-taking and time-writing strategies that</b>  <b>2.9.a.</b> - address and analyze the question (prompt);  <b>2.9.b.</b> - use organizational methods required by the prompt;  <b>2.9.c.</b> - utilize an editing checklist or assessment rubric, including use of the OCCT rubric.</p>					
<p><b>Modes and Forms of Writing 2.10</b> - Use handwriting/ penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>					

PASS GRAMMAR/USAGE/MECHANICS	Q1	Q2	Q3	Q4	
<p><b>PASS GUM 3.1.a. Standard English Usage</b> - Identify concrete, abstract, and collective nouns.</p>					
<p><b>PASS GUM 3.1.b. Standard English Usage</b> - Identify the principal parts of verbs to form verb tenses. (EOI, PSAT, SAT, ACT) <b>Example:</b> My bracelet (must've fell / must have fell / must of fallen / <u>must have fallen</u>) in the creek when (we were wading / we was wading / we we're wading / we've been wading / we are wading).                      Watch out for these: They've already ate. They've fell several times. She's already forgave her boyfriend. The birds have flew away earlier this year. They haven't gave me a chance. I've went over there three times. We've hid their money. The dogs have ran off again. Have you already saw the test? They've sang that song before. He's already swam the race. She's already took her place. The cats have tore it up again. They've threw it all over the place. I've wrote him a note.  <b>"If" clause and "I wish" clause:</b>  <b>Ex:</b> If you (<u>had been</u> / would have been) listening, you would have heard me. (Sequence of tenses: Do not use would have twice in sequence; use had in the first subordinate clause and would have in the second independent caluse.) <b>Ex:</b> I wish you (would have wen t/ would of gone / would have gone / had went / <u>had gone</u>) to the Medieval Fair; it was fun! (Subjunctive Mood: Sequence of tenses is the same; use <i>had</i> as the base verb form after a conditional, doubtful, not factual statement in the subjunctive.)</p>					

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<p><b>PASS GUM 3.1.c. Standard English Usage</b> - Identify linking, transitive, and intransitive verbs</p>					
<p><b>PASS GUM 3.1.d. Standard English Usage</b> - Use <b>nominative, objective</b>, and possessive pronouns correctly. Avoid the following pronoun errors assessed on high-stakes tests:</p> <ul style="list-style-type: none"> <li>▪ Subject/object pronoun choice error both in sub. And obj. position (She gave it to Sam and [I, <u>me</u>]).</li> <li>▪ Who and whom:</li> <li>▪ Me or myself as obj. of prep., d.o., or i.o. (He gave Sam and [<u>me</u>, myself] the answer.);</li> <li>▪ It's/its and you're/your - Which is a possessive pronoun and which is a contraction? (Puppy drank it's, <u>its</u>] water.);</li> </ul>					
<p><b>PASS GUM 3.1.d. cont.</b></p> <ul style="list-style-type: none"> <li>▪ Which/who and that/who - Which pronoun matches the antecedent? (Sam was the man [<u>he</u>, what, <u>who</u>, which] committed the crime.).</li> </ul> <p>(EOI, PSAT, SAT, ACT)</p>					
<p><b>PASS GUM 3.1.e. Standard English Usage</b> - Make pronouns agree with their antecedents and correctly use pronoun reference.</p> <p>(EOI, PSAT, SAT, ACT)</p> <p>Noun (prep. phr.) pronoun (Every puppy from the litter has [<u>its</u>, their] own personality.</p> <p>(Incorrect) Ryan called Paul while he was at the game. (To which person [Ryan or Paul] does the pronoun <i>he</i> refer?)</p> <p>Correct: While Paul was at the game, Ryan called him.</p>					
<p><b>PASS GUM 3.1.f. Standard English Usage</b> - Use positive, comparative, and superlative modifiers correctly in writing.</p> <p>(EOI)</p>					
<p><b>PASS GUM 3.1.g. Standard English Usage</b> - Correctly form and use adverb clauses.</p>					
<p><b>PASS GUM 3.1.h. Standard English Usage</b> - Identify and correctly use appositives, restrictive (essential) and non-restrictive (nonessential) clauses and phrases.</p>					
<p><b>PASS GUM 3.1.i. Standard English Usage</b> - Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.</p>					
<p><b>GUM 3.1.j. Standard English Usage</b> - Use prepositional phrases to elaborate written ideas.</p>					

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<p><b>PASS GUM 3.1.k. Standard English Usage</b> - Correctly use conjunctions. (Coordinating conjunctions: and, but, or, nor, for, yet, so) (Correlative Conjunctions: either...or, neither...nor, both...and, not only...but also, whether...or) (Common Conjunctive Adverbs: also, anyway, besides, consequently, furthermore, however, instead, likewise, meanwhile, moreover, nevertheless, otherwise, still, then, therefore) (Common Transitional Expressions: as a result, at any rate, by the way, for example, in addition, in fact, in other words, on the contrary, on the other hand)  <b>Ex:</b> I didn't finish my homework; in fact, I never even started my homework! What is the best change, if any, to make?  A., in fact, B., in fact C. in fact, D. <u>No change.</u>  <b>Ex:</b> I studied hard and, as a result, failed the test. What is the best change, if any, to make to as a result? A. <u>nevertheless</u> B. consequently C. therefore D. no change</p>					
<p><b>PASS GUM 3.1.l. Standard English Usage</b> - Correctly identify and use interjections.</p>					
<p><b>PASS GUM 3.1.m. Standard English Usage</b> - Distinguish commonly confused words (e.g., two, too, to; until; our, are; accept, ecept; affect, effect; past, passed; red, read; there, their, they're; dessert, desert; lead, led; its, it's; loose, lose peace, piece; break, brake; choose, chose; capital, capitol; all right; all ready, already; altar, alter; all together, altogether).</p>					
<p><b>PASS GUM 3.1.n. Standard English Usage</b> - Form regular and irregular plurals correctly. (EPS - Form plural and psssessive forms of nouns correctly.) (EOI, PSAT, SAT, ACT) <b>Ex:</b> monkey, monkeys / baby, babies / patio, patios / hero, heroes.</p>					
<p><b>PASS GUM 3.1.o. Standard English Usage</b> - Make subjects and verbs agree.</p>					
<p><b>PASS GUM 3.1.p. Standard English Usage</b> - Show an ability to differentiate between active and passive voice (Eoi, ACT, OCCT/EOI WRITING) <b>Ex:</b> My day was ruined by the rain. What is the best way to revise the sentence from passive voice to active voice?  A. Because of rain my day was ruined.  B. My day was ruined because of rain.  C. <u>The rain ruined my day.</u> D. No Change</p>					

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<b>PASS GUM 3.2 Sentence Structure</b> - Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory and interrogative).					
<b>PASS GUM 3.2.a. Sentence Structure</b> - Correct Sentence run-ons and fragments.					
<b>PASS GUM 3.2.b. Sentence Structure</b> - Correct dangling and misplaced modifiers.					
<b>PASS GUM 3.2.c. Sentence Structure</b> - Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.					
<b>PASS GUM 3.2.d. Sentence Structure</b> - Write simple and compound sentence.					
<b>PASS GUM 3.2.e. Sentence Structure</b> - Compose sentences with simple, complete, and compound predicate.					
<b>PASS GUM 3.2.f. Sentence Structure</b> - Indent paragraphs as needed for specified format.					
<b>PASS GUM 3.3.a. Mechanics and spelling - (Capitalization)</b> Apply the capitalization rules appropriately in writing.					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.3. Mechanics and Spelling - (Capitalization)</b> - Capitalize geographical names (towns, cities, countries, states, counties, islands, bodies of water, forests, parks, streets, mountains, continents, regions).</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.8. Mechanics and Spelling - (Capitalization)</b> - Capitalize brand names of business products.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.9. Mechanics and Spelling - (Capitalization)</b> - Capitalize historical events and periods, special events, and calendar items.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.10. Mechanics and Spelling - (Capitalization)</b> - Capitalize names of ships; monuments; awards; planets; and names of any other particular places, things, and events.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.14. Mechanics and Spelling - (Capitalization)</b> - Capitalize a word showing family relationship when the word is used before or in place of person's name (EOI)</li> </ul>					

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<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.15. Mechanics and Spelling - (Capitalization)</b> - Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.a.18 Mechanics and Spelling - (Capitalization)</b> - Do not capitalize directions.</li> </ul>					
<p><b>PASS GUM 3.3.b. Mechanics and Spelling - (Punctuation)</b> - Punctuate correctly in writing.</p>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.1. Mechanics and Spelling - (Punctuation)</b> - Use correct end punctuation.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.3. Mechanics and Spelling - (Punctuation)</b> - Use commas to separate items in a series. (ACT) <b>Ex:</b> I like <u>waterskiing</u>, <u>eating barbecue</u>, and <u>hiking in the hills</u>.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.5. Mechanics and Spelling - (Punctuation)</b> - Use commas to set off nonessential participial phrases. <b>Ex:</b> Jess left abruptly, <u>deciding never to return to the scene</u>. <b>Ex:</b> Jodie, <u>tortured by the memory</u>, decided never to return.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.6. Mechanics and Spelling - (Punctuation)</b> - Use a comma after an introductory adverb clause. (EOI, PSAT, SAT) <b>Ex:</b> <u>After Sam drove home</u>, he ate his dinner.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.7. Mechanics and Spelling - (Punctuation)</b> - Use a comma after an introductory participial phrase. <b>Ex:</b> <u>Deciding never to return to the scene</u>, he left abruptly.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.8. Mechanics and Spelling - (Punctuation)</b> - Use a comma after a succession of introductory prepositional phrases. (ACT, OCCT/EOI WRITING) <b>Ex:</b> <u>With a smile on her face</u>, Jess patted her dog on the head.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.11. Mechanics and Spelling - (Punctuation)</b> - Use a comma to set off appositives/ appositive phrases. <b>Ex:</b> Jo, <u>my best friend</u>, lives next door to me.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.13. Mechanics and Spelling - (Punctuation)</b> - Use commas to separate items in dates and addresses. <b>Ex:</b> He was born July 6, 2004, in Oklahoma City, Oklahoma.</li> </ul>					

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<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.15. Mechanics and Spelling - (Punctuation)</b> - Use a semicolon between two independent clauses. (PSAT, SAT, ACT) The test was hard; it was an essay exam.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.16. Mechanics and Spelling - (Punctuation)</b> - Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, furthermore, etc.) (PSAT, SAT, ACT) <b>Ex:</b> I studied for the test; therefore, it was easy.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.18. Mechanics and Spelling - (Punctuation)</b> - Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition) <b>Ex:</b> Don't forget to buy tape, construction paper, and glue. (No colon after buy)</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.27. Mechanics and Spelling - (Punctuation)</b> - Place commas and periods inside closing quotation marks. <b>Ex:</b> "Come here," Mother said, "and eat your lunch."</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.26. Mechanics and Spelling - (Punctuation)</b> - Use quotation marks to enclose a direct quotation.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.32. Mechanics and Spelling - (Punctuation)</b> - Use quotation marks to enclose titles of short works, such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.33. Mechanics and Spelling - (Punctuation)</b> - Use a hyphen to divide a compound adjective that precedes a noun. (ACT) <b>Ex:</b> dishwasher-safe cookware (Note: Do not use a hyphen between an adverb ending in ly and an adjective when they precede a noun. <b>Ex:</b> highly rated software)</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.38. Mechanics and Spelling - (Punctuation)</b> - Use an apostrophe and s for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in s. (EOI, PSAT, SAT) <b>Ex:</b> the boy's bike; the three boys' bikes</li> </ul>					

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<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.40. Mechanics and Spelling - (Punctuation)</b> - Use an apostrophe and s to form the possessive of a plural noun not ending in s. (ACT) <b>Ex:</b> men's ties</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.44. Mechanics and Spelling - (Punctuation)</b> - Use apostrophes in contractions. possessives, indefinite pronouns, and quotations inside a quotation. (PSAT)</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.3.b.45. Mechanics and Spelling - (Punctuation)</b> - Conventions of letter writing</li> </ul>					
<p><b>PASS GUM 3.3.c. Mechanics and Spelling - (Punctuation)</b> - Distinguish correct spelling of commonly misspelled words and homonyms.</p>					
<p><b>PASS Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b> <b>Listening 1.0. - The student will listen for information and for pleasure</b> - Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.</p>					
<p><b>PASS Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b> <b>Listening 1.1. - The student will listen for information and for pleasure.</b> - Identify the major ideas and supporting evidence in informative and persuasive messages.</p>					
<p><b>PASS Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b> <b>Listening 1.2. - The student will listen for information and for pleasure.</b> - Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).</p>					

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<p><b>PASS Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>  <b>Listening 1.3. - The student will listen for information and for pleasure.</b> - Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).</p>					
<p><b>PASS Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>  <b>Listening 1.4. - The student will listen for information and for pleasure.</b> - Evaluate the spoken message in terms of content, credibility, and delivery.</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Interpret Meaning 1.0.</b> - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Interpret Meaning 1.1.</b> - Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Interpret Meaning 1.2.</b> - Identify film and television features that characterize different style of dress and genres (i.e., setting in a western or a drama).</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Evaluate Media 2.0.</b> - The student will evaluate visual and electronic media, such as film, as compared with print messages.</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Evaluate Media 2.1.</b> - Identify the different ways in which alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).</p>					

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<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Evaluate Media 2.2.</b> - Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Evaluate Media 2.3.</b> - Evaluate how different media forms influence and inform viewers.</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Evaluate Media 2.4.</b> - Assess how language, medium, and presentation contribute to the message.</p>					
<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>  <b>Compose Visual Messages 3.0.</b> - The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.</p>					