



Grade Level: 6

Subject: Language Arts

6 th Grade Language Arts Curriculum Map	
Enduring Learning Activities	<ul style="list-style-type: none"> • Grammar: NoRedInk • Read Alouds: Stargirl, Mananaland, Flipped • Comprehension Playbook/First Day to Test Day (Smekens) Activities/Materials
Additional Novels (HA)	<ul style="list-style-type: none"> • The Mighty Deza Malone • Titanic Survivor • The BreadWinner

Unit: Finding Courage	
Key Unit Objectives	<ul style="list-style-type: none"> • Analyze character and plot • Analyze setting • Analyze speaker • Analyze refrain • Cite Evidence • Analyze structure • Analyze digit texts • Make predictions • Make inferences

Standard(s)	Lesson	Objective	Vocabulary	Materials
	Unit Introduction (estimated 1 period)	<ul style="list-style-type: none"> • Essential Question: How do you find courage in the face of fear? 	<ul style="list-style-type: none"> • evident • factor • indicate • similar • specific 	<ul style="list-style-type: none"> • video clip
<p>6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or changes as the narrative advances and moves toward a resolution.</p> <p>6.RL.3.1: Analyze how a sentence, chapter, scene or stanza fit into the overall structure of a work of literature and contributes to the</p>	<p>from “Breadwinner”</p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> • Analyze how character develops plot. • Analyze setting and character. • Conduct research about humanitarian aid organizations. 	<ul style="list-style-type: none"> • Character • Plot • Setting • solution • responsibility • stammer • fume 	<ul style="list-style-type: none"> • Notice and Note pg 2-3 • Critical Vocab pg 6 • <i>from</i> “Bread Winner” pg 7-15 • pg 16 (2, 3, 5) • R1



Grade Level: 6

Subject: Language Arts

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<p>development of the theme, characterization, or plot. 6.W.3.2d: Include formatting, graphics, and multimedia when useful to aiding comprehension. 6.W.5.1b: Gather relevant information from multiple sources and annotate sources. 6.W5.1f: Present information, choosing a variety of formats. 6.SL.4.2: Create engaging presentation that include multimedia components and visual displays in presentations to clarify information. 6.RV.2.1: Use context clues to determine or clarify the meaning of words or phrases. 6.RV.2.5: Consult reference materials, both print and digital to find pronunciations of a word or determine or clarify its precise meaning, part of speech, or origin.</p>		<ul style="list-style-type: none"> • Write a letter to a humanitarian aid organization. • Determine the parts of speech of words, and use the part of speech and context to help figure out a word’s meaning. • Give a multimodal presentation to accompany research. • Use correct capitalization of proper nouns. • Language: Discuss the text using the key term plot. 		<p><u>Small Group:</u></p> <ul style="list-style-type: none"> • Pinwheel Discussion (pg 2B) • 3 Minute Review (pg 2B)
<p>6.RL.3.1: Analyze how a sentence, chapter, scene, or stanza fit into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. 6.RL.3.2: Explain how the author develops the point of view of the narrator or speaker in a work of literature and how the narrator of speaker impacts the mood, tone, and meaning of a text. SL.1.1: Listen actively and adjust the use of spoke language to communicate effectively with a variety of audiences and for different purposes. SL.2.1: Engage effectively in a range of collaborative discussions.</p>	<p>“Life Doesn’t Frighten Me” (estimated 3 periods)</p>	<ul style="list-style-type: none"> • Use an understanding of structure to read and comprehend lyric poetry. • Analyze word choices to identify a poem’s speaker. • Expand knowledge of literary genres and poetic forms. • Analyze word choices to identify the tone and mood of a poem. • Write a poem about fears. 	<ul style="list-style-type: none"> • repetition • refrain • lyric poem • speaker 	<ul style="list-style-type: none"> • Quick Start pg 21 • “Life Doesn’t Frighten Me” pg 22-25 • Check for Understanding pg 26 (1, 3, 4) • R1 (Response log in textbook) <p><u>Small Group:</u></p> <ul style="list-style-type: none"> • Three-Minute Review (pg 20B) • Send a Problem (pg 20B)



Grade Level: 6

Subject: Language Arts

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		<ul style="list-style-type: none"> Language: Discuss the features of a poem using the term speaker. 		
<p>6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RN.3.2: Analyze how a sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.W.3.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>6.W.3.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.3.2e: Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.3.2g: Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadline, and define individual roles as needed.</p> <p>6.W.2b.1: Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>“Fears and Phobias”</p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> Cite evidence to support analysis of the text and use text features to navigate informational text. Conduct research about phobias. Write an informative essay about fears and phobias. Discuss information that can help someone overcome a fear. Use prefixes that mean “not” to define unfamiliar words. Analyze how writers use dashes. Discuss with a partner the features of the text using the key term subheadings 	<ul style="list-style-type: none"> cite evidence activate turbulence trigger immaturity 	<ul style="list-style-type: none"> Critical Vocab pg 30 “Fears and Phobias” pg 30-37 Check for Understanding R1 Pg 39 “Discuss with a Small Group” <p><u>Small Group:</u></p> <ul style="list-style-type: none"> Jigsaw with Experts (pg 28B) Think-Pair-Share (pg 28B)
<p>6.RN.4.2: Integrate information presented in different media or formats to demonstrate a coherent understanding of a topic or issue.</p>	<p>“Wired for Fear”</p>	<ul style="list-style-type: none"> Analyze the purpose of a video. 	<ul style="list-style-type: none"> purpose visual elements technical terms 	<ul style="list-style-type: none"> HMH Online Text video “Wired for Fear” R1



Grade Level: 6

Subject: Language Arts

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<p>6.SL.4.2: Create engaging presentations that include multimedia components and visual displays in presentations to clarify information.</p> <p>6.ML.1.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> <p>6.ML.2.2: Identify the target audience of a media message, using the context of the message.</p>	<p>(estimated 2 periods)</p>	<ul style="list-style-type: none"> • Understand the visual and sound elements used in a video. • Write a narrative based on personal experience. • Write and present a podcast reviewing the video. • Research stories that exhibit the physical reaction to fear. • Language: Discuss with a partner the purpose of the video, using the terms visual and sound. 		<p><u>Small Groups:</u></p> <ul style="list-style-type: none"> • Sticky Note Peer Review (pg 42B) • Think-Pair-Share (pg 42B)
<p>6.RN.2.2: Determine how a central idea of a text is conveyed through details; provide an objective summary of the text.</p> <p>6.RN.2.3: Analyze in detail how a key individual, even, or idea introduced, illustrated, and elaborated in a text (e.g.; through examples or anecdotes).</p> <p>6.RN.3.2: Analyze how particular sentence, paragraph, chapter or section fit into the overall structure of a text and contributes to the development of ideas.</p> <p>6.W.5.1f: Present information choosing a variety of formats.</p> <p>6.SL.2.1: Engage effectively in collaborative discussions.</p> <p>6.RV.2.2: Use the relationship between particular words to better understand each of the words.</p>	<p>“Embarrassed? Blame Your Brain”/ “The Ravine”</p> <p>(estimated 9 periods)</p>	<ul style="list-style-type: none"> • Use text features to make, correct, and confirm predictions. • Identify organization and structure of informational text. • Gather information from credible sources, then present the information using paraphrasing and appropriate source citation. • Write and present an advertisement. 	<ul style="list-style-type: none"> • predictions • inference • cite evidence • setting • character traits • character motivation • character development • essential • amplify • generate • humiliation • murky • rivulet • cascade 	<ul style="list-style-type: none"> • Critical Vocab pg 48 • “Embarrassed, Blame Your Brain” pg 49-53 • Check for Understanding • R1 • Pg 55 Write an Ad • Critical Vocab pg 60 • “The Ravine” pg 61-71 • Check for Understanding • RACE Format Hardcopy • Compare/Contrast essay (purposeful transitions, eagles vs. owls) <p><u>Small Groups:</u></p>



Grade Level: 6

Subject: Language Arts

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<p>6.W.2b.1: Using punctuation to set off nonrestrictive/parenthetical elements.</p> <p>6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through details; provide a detailed, objective summary of the text.</p> <p>6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p> <p>6.RL.3.1: Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.W.3.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>6.W.3.2e: Choose language and content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.3.2g: Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.SL.2.1: Engage effectively in collaborative discussions.</p> <p>6.RV.2.1: Use context clues to determine or clarify the meaning of words and phrases.</p>		<ul style="list-style-type: none"> • Use synonyms and antonyms to better understand word meanings. • Use commas after introductory elements. • Language: Discuss with a partner the organizational features of the text using the term subheadings. 	<ul style="list-style-type: none"> • precipice 	<ul style="list-style-type: none"> • Three-Minute Review (pg 46B) • Think-Pair-Share (pg 46B)



Grade Level: 6 Subject: Language Arts

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<p>6.W.6.1e: Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons</p>				
	<p>Independent reading: (estimated 2 periods)</p>	<p>Essential Question: How do you find courage in the face of fear?</p>	<ul style="list-style-type: none"> • synopsis • signposts • contrasts • contradictions • extreme/absolute language 	<p>Independent Reading Selections:</p> <p>“Horrors”</p> <p>“Vanquishing the Hungry Chinese Zombie”</p> <p>“Running into Danger on the Alaskan Trial”</p> <p>“Facing Your Fears: Choking Under Pressure is Every Athlete’s Worst Nightmare”</p> <ul style="list-style-type: none"> • Chart to record • Summary signposts • recommendations for discussion • Pg 79 Collaborate and share bullet points
<p>6.W.3.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b: Develop the topic with relevant facts, definitions, concrete details, quotation, or other information and examples from various sources and texts.</p> <p>6.W.3.2c: Use appropriate transition to clarify the relationships among ideas and concepts.</p> <p>6.W.3.2e: Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and elimination wordiness and redundancy.</p>	<p>Writing Task: Informative Essay</p> <p>(estimated 3 periods)</p> <p>*Do as bellwork for the week</p>	<ul style="list-style-type: none"> • Write an informational essay on a topic related to fear and how people respond to it. • Use strategies to plan and organize information. • Write an introduction that catches the reader’s 	<ul style="list-style-type: none"> • mentor text • controlling idea/thesis • organization • logical (way) • appropriate (word choice) 	<ul style="list-style-type: none"> • pg 80-86 • planning page • revision checklist • editing checklist • Focus Correction Areas



Grade Level: 6

Subject: Language Arts

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<p>6.W.3.2f: Establish and maintain a style appropriate to purpose and audience.</p> <p>6.W.3.2g: Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.4.1a: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.</p>		<p>attention, states the topic, and includes a clear controlling idea or thesis statement.</p> <ul style="list-style-type: none"> • Support the main idea with evidence from sources. • Connect related ideas effectively. • End by summarizing ideas or drawing a conclusion. • Revise drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. • Language: Use compound and complex sentences. 		
	<p>Credible Sources “Pacific Tree Octopus”</p>			

Unit: Through an Animal’s Eyes	
<p>Key Unit Objectives</p>	<ul style="list-style-type: none"> • Analyze point of view • Analyze voice • Infer theme



Grade Level: 6

Subject: Language Arts

	<ul style="list-style-type: none"> Analyze text structure Determine key ideas Analyze imagery Analyze arguments Write a Narrative
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6.RL.3.2	“The House” (estimated 1 period)	I can understand the impact of point of view.	<ul style="list-style-type: none"> point of view perspective 	<ul style="list-style-type: none"> Copy of “The House” Graphic Organizer Discussion
	Unit Introduction (estimated 1 period)	Essential Question: What can you learn by seeing the world through an animal’s eyes?	<ul style="list-style-type: none"> benefit distinct environment illustrate respond 	<ul style="list-style-type: none"> Discuss essential question Notice and Note reading model pg 92-93
<p>6.RV.1.1: I can acquire and use accurately grade-level appropriate general academic and content-specific words and phrases.</p> <p>6.RL.3.2: I can explain how an author develops the point of view of the narrator or speaker and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p>6.W.3.3a: I can engage and orient the reader by developing an exposition.</p> <p>6.W.3.3b: I can organize an even sequence (conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses.</p> <p>6.W.3.3c: I can use narrative techniques, such as dialogue, pacing, and description.</p>	<p><i>from</i> PAX</p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> Analyze third-person point of view. Analyze how authors use details to develop voice. Research connections between people and their pets. Write a story about an animal using newly acquired vocabulary. Present a story using text and visuals. Use Latin roots to develop vocabulary. 	<ul style="list-style-type: none"> point of view (first, third, omniscient, limited) voice mood sensitive anxiety injury displease 	<ul style="list-style-type: none"> pg 97-101 Notebook Vocabulary Notice and Note Check for Understanding pg 102 (1, 2, 5) and mini lesson on how to answer a question “invisible questions” Fictional narrative pg 103 (text and visual features) with prewrite lesson (circles of knowledge) and exposition writing Lesson on dialogue (add dialogue to writing, highlight when speakers change) pg 104 critical vocab and Greek/Latin roots (in Writer’s Notebook)



Grade Level: 6

Subject: Language Arts

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<p>6.SL.4.2: I can create engaging presentations that include multimedia components and visual displays.</p> <p>6.RV.3.1: I can determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>6.W.6.1e: I can write simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>		<ul style="list-style-type: none"> Analyze how writers use complex sentences. Language: Discuss how to use words to describe images. 		<ul style="list-style-type: none"> Respond to essential question R2 <p><u>Small Group:</u></p> <ul style="list-style-type: none"> Reciprocal Teaching (pg 92B) Think-Pair-Share (pg 92B)
<p>6.RL.2.2: I can determine how a theme or central idea of a work of literature is conveyed and provide a detailed, objective summary of the text.</p> <p>6.RL.3.1: I can analyze how a sentence, chapter, scene, or stanza fit into the overall structure and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.3.2: I can explain how an author develops the point of view and how it impacts the mood, tone, and meaning of a text.</p> <p>6.W.5.1: I can conduct short research assignments.</p> <p>6.SL.2.1: I can engage in collaborative discussions building on others' ideas and expressing personal ideas clearly.</p> <p>6.SL.2.4: I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic or text.</p>	<p>“Zoo”</p> <p>(estimated 4 periods)</p>	<ul style="list-style-type: none"> Explain how to determine theme and describe the ways authors convey theme. Explain different points of view in literature. Conduct research about contemporary science fiction. Create and present a movie storyboard. Determine the meaning of unknown vocabulary words using Greek roots as a guide. Analyze proper usage and consistency of verb tenses 	<ul style="list-style-type: none"> theme explicitly implicitly infer interplanetary constantly microphone embrace 	<ul style="list-style-type: none"> pg 109-111 Notebook vocabulary pg 107- Quick Start Discussion pg 108- Critical Vocabulary Notice and Note Check for understanding pg 113 create a storyboard Respond to essential question on R2 (pg 114 critical vocabulary/roots) <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> Pinwheel Discussion (pg 106B) Send a Problem (pg 106B)



Grade Level: 6

Subject: Language Arts

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<p>6.RV.2.1: I can use context to determine the meaning of words and phrases.</p> <p>6.RV.2.4: I can use Greek or Latin affixes and roots as clues to the meaning of a word.</p>		<ul style="list-style-type: none"> Language: Discuss the point of view of the text. 		
<p>6.RL.3.2: I can identify and analyze point of view of a piece of literature.</p> <p>6.RL.2.1: I can cite evidence to support claims.</p> <p>6.RL.2.3: I can analyze how a character’s point of view impacts his/her actions in a story.</p>	<p>“Voices in the Park”</p> <p>(estimated 2 periods)</p>	<ul style="list-style-type: none"> identify and analyze point of view cite evidence to support claims analyze how a character’s point of view impacts their actions in a story 		<ul style="list-style-type: none"> Listen to story (YouTube) Chart for text/picture evidence and discuss
<p>6.RN.2.2: I can determine how a central idea of a text is conveyed and provide an objective summary of the text.</p> <p>RN.2.3: I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes).</p> <p>RN.3.2: I can analyze how a sentence, paragraph, chapter, or section fits and contributes to the development of the ideas.</p> <p>6.W.3.2a: I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2c: I can use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.3.2e: I can choose language and content specific vocabulary that express ideas precisely</p>	<p><i>From Animal Snoops: The Wondrous World of Wildlife Spies</i></p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> Analyze how anecdotes contribute to the structure of a text. Determine key ideas in a text. Conduct research about animals. Write an informative essay about animal communication. Discuss the behaviors of familiar animals with a small group. Use Latin roots. Use correct capitalization. Language: Discuss the features of the text using the key terms heading, 	<ul style="list-style-type: none"> anecdote key idea eavesdrop foil predator stake intercept 	<ul style="list-style-type: none"> pg 119-125 Notebook vocabulary: anecdote Notice and Note Check for Understanding pg 126 (2, 3, 5) pg 126 Research (pg 127 create/discuss, purposeful transitions Smekens lesson) 3-paragraph essay planning page on your animal (lesson on concise language, avoiding repetition) pg 128 Critical vocabulary/roots pg 127 discussion <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> Generating Inquiry (pg 116B) Five-Minute Review (pg 116B)



Grade Level: 6

Subject: Language Arts

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<p>and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.3.2f: I can establish and maintain a style appropriate to purpose and audience.</p> <p>6.W.3.2g: I can provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.SL. 2.2.: I can elaborate and reflect on ideas under discussions by identifying specific evidence from materials under study and other resources.</p> <p>6.SL.2.4: I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>		<p>subheading, and captions.</p>		
<p>6.RL.2.1: I can use textual evidence to support inferences made about the text.</p> <p>6.RL.3.2: Students consider perspective and point of view when analyzing a text.</p>	<p>“Piggybook” (estimated 2 periods)</p>	<ul style="list-style-type: none"> • use textual evidence to support inferences made about a text • consider point of view and perspective when analyzing a text 	<ul style="list-style-type: none"> • inference • point of view • perspective • analyze 	<ul style="list-style-type: none"> • Close reading activity (read as class, begin response questions) • Response questions
<p>6.RL.2.1: I can cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL. 3.1: I can analyze how a sentence, chapter, scene, or stanza fit into the overall structure and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.SL.2.2: I can elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>	<p>“Animal Wisdom” and “The Last Wolf” (estimated 4 periods)</p>	<ul style="list-style-type: none"> • Analyze personification and imagery in poetry. • Compare themes of two poems and present ideas to the class. • Conduct research about wolves. • Discuss poetry and create a poster 	<ul style="list-style-type: none"> • figurative language • personification • imagery • paraphrase • depicting 	<ul style="list-style-type: none"> • “Animal Wisdom” pg. 133-134/ “The Last Wolf” pg. 136-137 • Pg. 131 Quick Start discussion • Notebook vocabulary: figurative language, personification, imagery, paraphrase • Notice and Note • Check for understanding



Grade Level: 6

Subject: Language Arts

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<p>6.SL.2.4: I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue of discussion.</p> <p>6.SL.2.5: I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.RV.3.1: I can determine the meaning of words and phrases including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>6.RV.3.3: I can interpret figures of speech (e.g.; personification) in context.</p>		<p>depicting the imagery in the poems.</p> <ul style="list-style-type: none"> Language: Discuss with a partner the features of the poems using the key term theme. 		<ul style="list-style-type: none"> Pg. 138 (1,3,4) pg. 130 “Create and present” (individual) Essential question on R2 Pg. 140- Collaborate and Compare Notebook vocabulary: theme, infer Analyze Texts pg. 140 (1-4) <p><u>Small Group:</u></p> <ul style="list-style-type: none"> Think-Pair-Share (pg 130B) Three-Minute Review (pg 130B)
<p>6.RN. 3.2: I can analyze how a sentence, paragraph, chapter, or section fits into the structure and contributes to the development of the ideas.</p> <p>6.RN.4.1: I can trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.</p> <p>ML.1.1: I can critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> <p>ML.2.1: I can use evidence to evaluate the accuracy of information presented in multiple media messages.</p>	<p>“Wild Animals Aren’t Pets” and “Let People Own Exotic Animals”</p> <p>(estimated 6 periods)</p>	<ul style="list-style-type: none"> Define and explain claims, evidence, arguments, fact, and opinion. Understand how authors support a claim. Write an argument taking a pro or con position. Compare and present by staging a debate in a formal register. Explain and use word origin to help with vocabulary meaning. Learn to spell commonly misspelled words. 	<ul style="list-style-type: none"> argument claim evidence fact/opinion exotic dictate exempt regulate 	<ul style="list-style-type: none"> “Wild Animals Aren’t Pets” pg. 145-146 pg. 143 Quick Start: Discussion Notebook vocabulary: argument, claim, evidence, fact, opinion “Let People Own Exotic Animals” pg. 148-151 Notice and Note Check for Understanding Pg. 152 (3,4,5) Pg. 152-153 Research, Create and Present a PSA (on Flipgrid) Essential question R2



Grade Level: 6

Subject: Language Arts

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		<ul style="list-style-type: none"> Language: Demonstrate comprehension by summarizing a text. 		<ul style="list-style-type: none"> Pg. 154-155 Critical vocabulary/word origins pg. 156 Compare Arguments (1-4) <p><u>Small Group:</u></p> <ul style="list-style-type: none"> Think-Pair-Share (pg 142B) Sticky Note Peer Review (pg 142B)
	<p>Independent Reading</p> <p>(estimated 2 periods)</p>	<ul style="list-style-type: none"> Essential Question: What can you learn by seeing the world through an animal's eyes? 	<ul style="list-style-type: none"> synopsis signposts contrasts contradictions extreme/absolute language 	<ul style="list-style-type: none"> Pg. 159 independent reading “The Caterpillar” “The Flying Cat” “The Pod” “Tribute to the Dog”, “Views on Zoos” Unit 2 eBook/ Read Stories Write an objective summary of the text. Lesson on writing an objective summary. <ul style="list-style-type: none"> -Describe signposts you noticed and what they revealed -Canvas discussion: Would you recommend the text to others? Why or why not?
<p>6.W.3.1a: I can introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</p>	<p>Writing Task: Argument</p>	<ul style="list-style-type: none"> Write an argumentative essay about seeing the world from the 	<ul style="list-style-type: none"> claim logical (reasons) 	<ul style="list-style-type: none"> Writing Task: Argument -Pg. 160-168 plan, draft, revise, edit, present



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.3.1b: I can use an organizational structure to group related ideas that support the argument.</p> <p>6.W.3.1c: I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.3.1d: I can establish and maintain consistent style and tone appropriate to purpose and audience.</p> <p>6.W.3.1e: I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>6.W.3.1f: I can provide a concluding statement or section that follows the argument presented.</p> <p>6.SL.4.1: I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p>	<p>(estimated 3 periods)</p>	<p>perspective of an animal.</p> <ul style="list-style-type: none"> • Organize information with a purposeful structure. • Develop a focused, structured draft. • Provide an introduction that clearly states your claim. • Support your claim with logical reasons and relevant text evidence. • Use persuasive language. • Address counterarguments. • Conclude by effectively summarizing your claim. • Revise drafts, incorporating feedback from peers. • Edit drafts to incorporate transition words and phrases. • Use a rubric to evaluate writing. 	<ul style="list-style-type: none"> • counter arguments (graphic organizer) 	



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none"> Language: Write about animals using correct subject-verb agreement. 		
<p>6.W.3.1a: I can introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</p> <p>6.W.3.1b: I can use an organizational structure to group related ideas that support the argument.</p> <p>6.W.3.1c: I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.3.1d: I can establish and maintain consistent style and tone appropriate to purpose and audience.</p> <p>6.W.3.1e: I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>6.W.3.1f: I can provide a concluding statement or section that follows the argument presented.</p>	<p>Baby Elephant</p>	<ul style="list-style-type: none"> Write a narrative essay about seeing the world from the perspective of an animal. Organize information with a purposeful structure. Develop a focused, structured draft. Provide a beginning that ties to the ending. Use persuasive language. Revise drafts, incorporating feedback from peers. Edit drafts to incorporate transition words and phrases. Use a rubric to evaluate writing. Language: Write about animals using correct subject-verb agreement. 		<ul style="list-style-type: none"> Smekens handout “Tying beginnings to Endings” Planning page revising/editing checklist nonfiction article to read and incorporate into writing dialogue examples



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none">• Tying beginnings to endings		

Surviving the Unsinkable	
Key Unit Objectives	<ul style="list-style-type: none">• Analyze setting• Analyze character• Analyze digital texts• Explain the author's purpose• Analyze structure and meter



Grade Level: 6

Subject: Language Arts

- Describe figurative language
- Analyze language
- Write a nonfiction narrative

Standard(s)	Lesson	Objective	Vocabulary	Materials
RV.1.1: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unit Introduction Surviving the Unthinkable: What does it take to be a Survivor?	<ul style="list-style-type: none"> • Engage interest in unit 	<ul style="list-style-type: none"> • circumstance • constraint • impact • injure • significant 	<ul style="list-style-type: none"> • pg 170 • Video clips
<p>6.RN.2.2: Determine how a central idea of a text is conveyed through details; provide and objective summary of the text.</p> <p>6.W.1.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>6.SL.3.1: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>6.ML.1.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> <p>6.ML.2.2: Identify the target audience of a media message, using the context of the message (e.g.; where it is placed, when it runs, etc.)</p>	<p>“Salva’s Story” (estimated 2 periods)</p>	<ul style="list-style-type: none"> • Analyze characteristics of digital texts. • Analyze use of print and graphic features to achieve purposes. • Write a summary of events in a video. • Evaluate and rate video features. • Generate research questions from a variety of sources. • Discuss the effectiveness of the video’s elements. • Language: Discuss the video using the terms animated and voice-over. 	<ul style="list-style-type: none"> • voice-over narration • footage • documentary • primary sources 	<ul style="list-style-type: none"> • “Salva’s Story”- pg. 188 Quick Start (as a discussion)/ pg. 189 Analyze media notes about the short documentary/ begin pg. 190 (2,3,4,5) • pg. 191 Summary <p><u>Small Group:</u></p> <ul style="list-style-type: none"> • Double-Entry Journal (pg 188B) • Think-Pair-Share (pg 188B)

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RN.2.2: Determine how the central idea of a text is conveyed through details; provide an objective summary of the text.</p> <p>6.RN.3.3: Determine the author’s perspective in a text and explain how it is conveyed in the text.</p> <p>6.SL.4.2: Create engaging presentations that include multimedia components (e.g.; graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6.RV.2.1: Use context clues to determine or clarify the meaning of words and phrases.</p> <p>6.W.2b.1: Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>“Into the Lifeboat” <i>from Titanic Survivor</i></p> <p>(estimated 7 periods)</p>	<ul style="list-style-type: none"> • Create mental imagery through strong word choice and sensory description. • Use context clues to increase understanding of vocabulary. • Develop and modify a research plan. • Write using an informal register or voice • Create a multimedia presentation. • Analyze how writers use commas. • Language: Discuss imagery using vivid words. 	<ul style="list-style-type: none"> • author’s purpose • author’s message • reluctance • reassure • illuminate • fascinate • unrestrainedly • agonizing 	<ul style="list-style-type: none"> • “Into the Lifeboat” from Titanic Survivor/pg. 193 (as a discussion)/ vocabulary in Writer’s Notebook: author’s purpose and message (include a video lesson)/pg. 195-201 listen and do Notice and Note (online assignment HMH) • Pg. 202 (1-5) • Pg. 202 Research • Pg. 203 Friendly Letter • Pg. 203 Multimedia presentation <p><u>Small Group:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share (pg 192B) • Three Before Me (pg 192B)
<p>6.RL.3.1: Analyze how a sentence, chapter, scene, or stanza fit into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>6.W.3.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.W.5.1f: Present information, choosing from a variety of formats.</p>	<p><i>From</i> “After the Hurricane” and <i>from</i> “Ninth Ward”</p> <p>(estimated 9 periods)</p>	<ul style="list-style-type: none"> • Analyze the effects of structure and meter in poetry. • Describe an author’s use of figurative language. • Conduct research and present findings on a recent disaster and the people who responded to it. 	<ul style="list-style-type: none"> • form • structure • meter • free verse • setting • mood • fortitude • endure • horizon • angular • focus 	<ul style="list-style-type: none"> • from “After the Hurricane”/ from “Ninth Ward”/ vocabulary in Writer’s Notebook: form/structure, meter, free-verse, stanza/ read and discuss pg. 207-208/Read 209-216 from “After the Hurricane” • pg. 218 (1-5) • pg. 219 Write a poem • pg. 221 Quick Start (as a discussion)/vocabulary in



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.SL.1.1: Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.</p>		<ul style="list-style-type: none"> • Write an original poem about a life experience. • Present an original poem in a poetry jam. • Language: Discuss the poem with a partner using the term repetition. 		<p>Writer's Notebook: setting/read pg. 223-227 from "Ninth Ward"/notice and note (online assignment HMH)</p> <ul style="list-style-type: none"> • pg. 227 Check for Understanding • pg. 228 Research • pg. 229 Create/poster • pg. 232 (1-4) <p>Small Group:</p> <ul style="list-style-type: none"> • Pinwheel Discussion (pg 206B) • Double-Entry Journal (pg 206B)
	<p>Independent Reading Choice eBook</p> <p>(estimated 2 periods)</p>	<p>Essential Question: What does it take to be a survivor?</p>	<ul style="list-style-type: none"> • synopsis • signposts • contrasts • contradictions • extreme/absolute language 	<ul style="list-style-type: none"> • Independent reading: "Watcher: After Katrina, 2005", "The Day I Didn't go to the Pool", "Tuesday of the Other June", "In the Event of Moon Disaster", "Ready: Preparing Your Pets for Emergencies Makes Sense" • Pg. 235 collaborate and share choices
<p>6.W.3.1d: Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>6.W.3.1e: Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>6.W.3.1f: Provide a concluding statement or section that follows from the argument presented.</p>	<p>Writing Task: Nonfiction Narrative</p> <p>(estimated 3 periods)</p>	<ul style="list-style-type: none"> • Write a nonfiction narrative about someone who shows what it is to be a survivor. • Establish a situation that introduces real people, places, and events, using 	<ul style="list-style-type: none"> • imagery • sequence • pacing • sensory language • style • tone • mood 	<ul style="list-style-type: none"> • pg 236-241 • Planning page • revising/editing checklist



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.4.1a: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce tend strengthen writing that is clean and coherent, with some guidance and support from peers and adults.</p> <p>6.W.4.1b: Use technology to interact and collaborate with others to generate, produce, and publish writing.</p>		<p>specific details and strong imagery.</p> <ul style="list-style-type: none"> • Organize an event sequence that unfolds naturally and logically. • Include elements such as setting, pacing, conflict, and dialogue. • Use precise words and sensory language, and • Maintain a consistent style and tone. • Develop a mood. • Provide a conclusion that follows from and reflects on events. • Develop a focused, structured draft. • Revise and edit drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. • Language: Use appropriate verb tenses. 		



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.2.1: Readers use textual evidence to support analysis of the text as well as inferences drawn by the text.</p> <p>6.RL.2.3: Readers identify parts of the plot and analyze how the parts work together to tell the story.</p> <p>6.RL.2.2: Readers objectively summarize a lengthy text.</p>	<p><u>I Survived the Sinking of the Titanic 1912</u></p> <p>(estimated 6 periods)</p>	<ul style="list-style-type: none"> • Identify parts of the plot and analyze how the parts work together to tell a story. • Objectively summarize a lengthy text. 	<ul style="list-style-type: none"> • simile • metaphor • hyperbole • personification • alliteration • onomatopoeia • idiom • allusion 	<ul style="list-style-type: none"> • Plot chart and graphic organizer

The Lion, The Witch, and the Wardrobe

<p>Key Unit Objectives</p>	<p>Read and respond to texts in a variety of ways concentrating on:</p> <ul style="list-style-type: none"> • Evidence-based text analysis • Plot • Characterization
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Grade Level: 6

Subject: Language Arts

- Vocabulary
- Write a compare/contrast essay

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.1: Readers build background knowledge on a time period in order to understand the context of a novel.</p> <p>6.RN.2.2: Readers write objective summaries of nonfiction text and find the central idea.</p> <p>6.RN.2.1: Readers use textual evidence to support their claims.</p>	<p>Nonfiction article C.S. Lewis</p> <p>(estimated 1 period)</p>	<ul style="list-style-type: none"> • Build background knowledge of a time period in order to understand the context. • Write objective summaries of a text. • Use textual evidence to support claims. 	<ul style="list-style-type: none"> • objective summaries 	<ul style="list-style-type: none"> • Article • Video Clip
<p>6.RV.2.5, 6.RV.2.1: Readers use context and reference materials to find definitions for unknown words.</p> <p>6.RN.2.2: Readers write objective summaries of the text (after each chapter).</p> <p>6.RV.3.3: Readers identify uses of figurative language.</p> <p>6.RL.2.1 Readers use textual evidence to support their claims.</p>	<p>Chapters 1-4</p> <p>(estimated 4 periods)</p>	<ul style="list-style-type: none"> • Use context to determine the meaning of words and phrases • Consult reference materials to determine a word's precise meaning • Objectively summarize a nonfiction text • Use textual evidence to support my claims 	<ul style="list-style-type: none"> • wardrobe • inquisitive • muffler • parcels • fawn • tongs • hoax • heather • sledge • hoax • dwarf • dominions 	<p>Unit Resources:</p> <p>Discussion</p> <p>Flipgrid</p> <p>Guiding PowerPoint</p> <p>Guiding PowerPoint (modified)</p> <p>Modified resources</p> <p>Quizzes for Chunks of Chapters</p> <ul style="list-style-type: none"> • LWW Ch 1-4 Packet (Vocabulary, Objective Summaries, Study Guide Questions)
<p>6.RL.3.1: Readers analyze the setting and evaluate the setting's influence on the plot and characters.</p> <p>6.RV.2.1: Readers use context and reference materials to find definitions for unknown words.</p>	<p>Chapters 5-8</p> <p>(estimated 4 periods)</p>	<ul style="list-style-type: none"> • Understand the setting's impact on the plot and characters • Use context to determine the 	<ul style="list-style-type: none"> • characterization (direct/indirect) • fawn • camphor • fraternizing • festoons • beckoned 	<ul style="list-style-type: none"> • LWW Ch 5-8 Packet (Vocabulary, Summaries, Setting Graphic Organizer, Character Decision Cause/Effect, Study Guide Questions)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RV.3.3: Readers identify uses of figurative language.</p> <p>6.RL.2.1: Readers use textual evidence to support their claims.</p>		<p>meaning of words and phrases</p> <ul style="list-style-type: none"> • Identify uses of figurative language • Use textual evidence to support claims. 	<ul style="list-style-type: none"> • handkerchief • premises • prophecy • earnestly • reign 	
<p>6.RV.2.5,6.RV.2.1: Readers use context and reference materials to find definitions for unknown words.</p> <p>6.RN.2.2: Readers write objective summaries of the text (after each chapter).</p> <p>6.RV.3.3: Readers identify uses of figurative language.</p> <p>6.RL.2.1 Readers use textual evidence to support their claims.</p> <p>6.RL.2.1 Readers can outline the basic elements of the plot and analyze each event’s importance in the story</p>	<p>Chapters 9-11 (estimated 3 periods)</p>	<ul style="list-style-type: none"> • Use context to determine the meaning of words and phrases. • Consult reference materials to determine a word’s precise meaning. • Objectively summarize a nonfiction text. • Textual evidence to support my claims. • Analyze the important events of the plot. 	<ul style="list-style-type: none"> • reckoned • sorcerer • spectacles • gloating • centaur • solemn • repulsive • vermin • laburnums 	<ul style="list-style-type: none"> • LWW Ch 9-11 Packet (Vocabulary, Summaries, , Study Guide Questions, Plot Chart)
<p>6.RV.2.5, 6.RV.2.1: Readers use context and reference materials to find definitions for unknown words.</p> <p>6.RN.2.2: Readers write objective summaries of the text (after each chapter).</p> <p>6.RV.3.3: Readers identify uses of figurative language.</p> <p>6.RL.2.1: Readers use textual evidence to support their claims.</p> <p>6.RL.2.3: Readers identify and analyze conflict.</p>	<p>Chapters 12-14 (estimated 4 periods)</p>	<ul style="list-style-type: none"> • Context to determine the meaning of words and phrases. • Consult reference materials to determine a word’s precise meaning. • Objectively summarize a nonfiction text. 	<ul style="list-style-type: none"> • king fisher • symbolism • treachery • dispute • solemn • forfeit • perish • summon • glades • shudder • shrill • siege 	<ul style="list-style-type: none"> • LWW Ch 12-14 Packet (Vocabulary, Summaries, Study Guide Questions, Conflict Graphic Organizer)



Grade Level: 6 Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none"> Use textual evidence to support my claims. Identify and analyze conflict. 	<ul style="list-style-type: none"> savage 	
<p>6.RV.2.1, 6.RV.2.1: Readers use context and reference materials to find definitions for unknown words.</p> <p>6.RN.2.2: Readers write objective summaries of the text (after each chapter).</p> <p>6.RV.3.3: Readers identify uses of figurative language.</p> <p>6.RL.2.1: Readers use textual evidence to support their claims.</p> <p>6.RL.3.1: Readers identify and analyze the theme (and trace its development throughout the story).</p>	<p>Chapters 15-17 (estimated 4 periods)</p>	<ul style="list-style-type: none"> Use context to determine the meaning of words and phrases. Consult reference materials to determine a word's precise meaning. Objectively summarize a nonfiction text. Use textual evidence to support my claims. Identify and analyze the theme of a text. 	<ul style="list-style-type: none"> prodigious dungeon cordial revelry marvel muzzle traitor battlements stag 	<ul style="list-style-type: none"> LWW Ch 15-17 (Vocabulary, Summaries, Study Guide Questions, Theme)
<p>6.RL.2.1: Readers use textual evidence to support their claims.</p> <p>6.RL.1 Readers respond to selections in a variety of ways.</p> <p>6.RL.3.1: Readers use information about the plot in analysis (conflict, characterization).</p>	<p>Project</p>	<ul style="list-style-type: none"> Use textual evidence to support claims. Respond to a text in a variety of ways. Analyze the plot of a text. 		<ul style="list-style-type: none"> Read, Write, Think Postcard Creator
<p>Readers compare reading a selection to viewing the video version.</p>	<p>Video/Text Comparison</p>	<ul style="list-style-type: none"> Compare multiple versions of a text. 	<ul style="list-style-type: none"> contrast 	<ul style="list-style-type: none"> video graphic organize

Snowman	
Key Unit Objectives	<ul style="list-style-type: none"> Students will view, analyze, and respond to a piece of media using narrative writing



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.SL.3.1 Readers/Writers analyze information presented in different formats (silent movie).</p> <p>6.RL.3.2: Readers/Writers analyze perspective and point of view.</p>	<p>Lesson 1 (estimated 1 period)</p>	<ul style="list-style-type: none"> Complete a graphic organizer to use in writing. 	<ul style="list-style-type: none"> phrases incorporate 	<ul style="list-style-type: none"> Video <u>Snowman</u> Note Sheet
<p>6.W.3.3: Writers develop the point of view of the narrator of the story.</p> <p>6.W.4: Writers use the writing process to pre-write, draft, edit, and publish a piece of writing.</p> <p>6.W.3.3: Writers write narrative compositions that have beginnings, middles, and ends.</p>	<p>Lesson 2 (estimated 2 periods)</p>	<ul style="list-style-type: none"> Write a narrative. 	<ul style="list-style-type: none"> publish composition 	<ul style="list-style-type: none"> Five kinds of leads handout

Discovering Your Voice	
Key Unit Objectives	<ul style="list-style-type: none"> Analyze multimodal texts Analyze text structures and purpose



Grade Level: 6

Subject: Language Arts

	<ul style="list-style-type: none"> Analyze author’s use of language Analyze figurative language Make inferences Analyze rhetorical devices Compare and evaluate arguments
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Standard(s)	Lesson	Objective	Vocabulary	Materials
	Unit Opener	Essential Question: What are the ways you can make yourself heard?	<ul style="list-style-type: none"> growth mindset 	<ul style="list-style-type: none"> Introduction to Discovering Your Voice- vocabulary; refer to R4; page 244-245; brainstorm ways to make yourself heard; notice and note pages 246-247
<p>6.RN.2.3 I can analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p> <p>6.RN.4.4 I can integrate information presented in different media or formats to demonstrate understand of a topic or issue</p> <p>6.W.1.1 I can write over a variety of time frames for a range of tasks</p> <p>6.SL.3.1 I can interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study</p> <p>6.RV.2.1 I can use context to determine or clarify the meaning of words and phrases.</p> <p>6.W.6.2b.1 I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p> <p>6.ML.1.1 I can analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p><i>from</i> Selfie: The Changing Face of Self-Portraits</p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> Analyze a multimodal text. Analyze a variety of print and graphic features. Research the life and work of an artist. Infer word meanings using context clues. Use commas to clarify meaning. Write a summary. Discuss headings and graphic features of a text. Language: Discuss the author’s analysis with a partner using the terms seem and express. 	<ul style="list-style-type: none"> Print Features Graphic Features Skim Predict Portrait etch reflection span interpret diverse contribute 	<ul style="list-style-type: none"> from Selfie: The Changing Face of Self-Portraits- read pages 251-258 (notice and note); check for understanding Research page 260 Write and share response page R4; Multimodal informational text in writer’s notebook p. 249 Take your own selfie-submit; write some important facts about YOU to share <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> Reciprocal Teaching (pg 246B) Jigsaw with Experts (pg 246B)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.3.1 I can analyze how a sentence, chapter, scene, or stanza fit into the overall structure of a work and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.W.1.1 I can write over a variety of time frames for a range of tasks.</p> <p>6.W.5.1 I can conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>6.W.5.1a I can formulate a research question.</p> <p>6.W.1b I can gather relevant information from multiple sources and annotate sources.</p> <p>6.W.5.1f I can present information, choosing from a variety of formats.</p>	<p><i>from</i> Brown Girl Dreaming</p> <p>(estimated 3 periods)</p>	<ul style="list-style-type: none"> • Analyze how text structure contributes to the author’s purpose. • Make connections to personal experiences and ideas in other texts. • Conduct research using multiple sources. • Write a formal letter or email. • Write and present a biographical poem. • Pose and answer questions about classmates’ work. • Language: Discuss with a partner the structure of the text, using the term memoir. 	<ul style="list-style-type: none"> • structure • author’s purpose • formulate • relevant 	<ul style="list-style-type: none"> • From Brown Girl Dreaming- Read pages 267-272; check for understanding; discuss text structure/author’s purpose/elements-memoir/author’s purpose p. 264-265 • Research table page 274; fill in page R4 • Write biography poem
<p>6.RN.2.1 I can cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RN.2.2 I can determine how a central idea of a text is conveyed through details; proved an objective summary of the text.</p>	<p>“What’s so Funny Mr. Scieszka”</p> <p>(estimated 5 periods)</p>	<ul style="list-style-type: none"> • Make inferences about author’s purpose and message. • Analyze author’s use of language. • Research popular humorists. • Write an essay analyzing the 	<ul style="list-style-type: none"> • author’s purpose • author’s message • infer • mood • voice • apology • history • terror • pause 	<ul style="list-style-type: none"> • “What’s So Funny, Mr. Scieszka?” p. 278; signposts and notice and note discussion; Vocab: author’s purpose, message, infer, mood, voice • Read pages 279-282; check for understanding; page R4 • Questions 1-5 on p. 284



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.3.3 I can determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p> <p>6.W.3.2a I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b I can develop the topic with relevant facts, definitions, details, quotation, or other information and examples from various sources and texts.</p> <p>6.SL.4.1 I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.RV.2.5 I can consult reference materials, both print and digital to find the pronunciation for a word or determine or clarify its precise meaning, part of speech, or origin.</p>		<p>author’s purpose and message.</p> <ul style="list-style-type: none"> • Give and follow instructions for telling a joke. • Use resources to determine word meaning. • Use pronouns correctly. • Language: Discuss the selection with a partner using the term author’s purpose. 		<ul style="list-style-type: none"> • Check questions; pronouns p. 287; vocabulary chart p. 286 • Research a humorist p. 284
<p>6.RL.4.2 I can compare, and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>6. RV.3.1 I can determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>6.RV.3.3 I can interpret figures of speech in context.</p>	<p>“A Voice” and “Words Like Freedom”</p> <p>(estimated 3 periods)</p>	<ul style="list-style-type: none"> • Analyze figurative language in poetry. • Make inferences based on tone and speaker. • Research the Harlem Renaissance. • Write an essay based on inferences drawn from speaker and tone. • Discuss and analyze figurative language. 	<ul style="list-style-type: none"> • figurative language (simile, metaphor, personification) • inference • tone • mood • speaker 	<ul style="list-style-type: none"> • “A Voice” and “Words Like Freedom” p. 291-294; genre elements of poetry; read “A Voice” notice and note Check for understanding • Read “Words Like Freedom” notice and note and check for understanding; page R4 for both selections • Questions 1-5 on page 296 • Writer’s notebook- draw chart to analyze figurative



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.2.1 I can cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.3.2 I can explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p>6.SL. 2.2 I can elaborate and reflect on ideas under discussion by identifying specific evidence from materials under student.</p>		<ul style="list-style-type: none"> • Make inferences and use evidence to describe speakers. • Language: Discuss with a partner the features of the text using the key term figurative language. 		<p>language; page 297 discuss analyze fig. language</p> <ul style="list-style-type: none"> • Collab/Compare page 298-connections to speakers; Analyze texts #s 1-4
<p>6.RN.1.1 I can read a variety of nonfiction.</p> <p>6.RN.4.1 I can trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.</p> <p>6.RV.2.3 I can distinguish among the connotations of words with similar denotations.</p> <p>6.ML.1.1 I can analyze information found in electronic, print, and a mass media used to inform, persuade, entertain, and transmit culture.</p> <p>6.ML.2.1 I can use evidence to evaluate the accuracy of information presented in multiple media messages.</p> <p>6.ML.2.2 I can identify the target audience of a media message, using the context of the message.</p>	<p>“Better than Words” and “OMG, Not Another Selfie!”</p> <p>(estimated 3 periods for each)</p>	<ul style="list-style-type: none"> • Analyze the structure of an argument and the use of rhetorical devices. • Identify the intended audience of an argument. • Conduct research about photographic self-portraits. • Write an argument about cell phone usage. • Discuss the “perfect selfie.” • Determine the meaning of unfamiliar words using context clues. • Distinguish between commonly confused words. 	<ul style="list-style-type: none"> • rhetorical devices (parallelism, hyperbole, repetition) • logical fallacy • saturated • indulgent • narcissist • intimacy • passion • eternity • celebrity 	<ul style="list-style-type: none"> • “Better Than Words: Say It with a Selfie” p. 301 rhetorical devices, parallelism, repetition in notebook; vocab on p. 302 • Read pages 303-307; notice and note and check for understanding • Note-taking to use for writing argument (p. 315); fill in p. R4 • “OMG, Not Another Selfie!” Read p. 308-312; check for understanding p. 313; • Note-taking for writing argument (p. 315) • Analyze texts p. 314 #s 1-5



Grade Level: 6 Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none"> • Language: Discuss arguments with a partner using the term audience. 		
<p>6.W.RL.1 I can read a variety of literature with a range of complexity.</p>	<p>Independent Reading (estimated 2 periods)</p>	<p>Essential Question: What are the ways you make yourself heard?</p>	<ul style="list-style-type: none"> • synopsis • signposts • contrasts • contradictions • extreme/absolute language 	<p>Independent Reading: “I Was a Skinny Tomboy Kid” “Words are Birds” “Eleven” “On Dragonwings” “Carved on the Walls”</p> <ul style="list-style-type: none"> • Pg 320-321 • Summarize • Chart to record
<p>6.W.3.1a: I can introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</p> <p>6.W.3.1b: I can use an organizational structure to group related ideas that support the argument.</p> <p>6.W.3.1c: I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.3.1d: I can establish and maintain consistent style and tone appropriate to purpose and audience.</p>	<p>Writing Task: Argument (estimated 4 periods)</p>	<ul style="list-style-type: none"> • Create a multimodal argument explaining why a specific medium is effective. • State your argument’s claim in the introduction. • Support your claim with text evidence, sound reasoning, and relevant graphics or images. • Organize information with a purposeful structure. 	<ul style="list-style-type: none"> • multimodal • rhetorical devices 	<ul style="list-style-type: none"> • pg 322 under “be sure to” • Writing Task: Multimodal Argument • Planning, researching, drafting p. 324 • Revising, editing p. 326-327



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.3.1e: I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</p> <p>6.W.3.1f: I can provide a concluding statement or section that follows the argument presented.</p> <p>6.SL.4.1: I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p>		<ul style="list-style-type: none"> • Use words and a tone appropriate for your audience. • Use appropriate rhetorical devices. • Conclude by effectively summarizing the claim. • Develop a focused, structured draft. • Revise and edit drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. • Language: Use correct pronoun-antecedent agreement in writing. 		

Bud, Not Buddy



Grade Level: 6

Subject: Language Arts

Key Unit Objectives	<ul style="list-style-type: none"> • Use textual evidence to support text analysis • Examine the author’s craft and structure of a text
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Standard(s)	Lesson	Objective	Vocabulary	Materials
6.RL.2.1: Readers cite text-based evidence to support an analysis of literary text.	Chapter 1	<ul style="list-style-type: none"> • Cite text-based evidence to support analysis 	<ul style="list-style-type: none"> • glum • commence 	<ul style="list-style-type: none"> • Exit Ticket
<p>6.RV.3.3: Readers determine the meaning of literal and figurative language (metaphors and similes) in literary text.</p> <p>6.RL.3.2: Readers analyze how an author’s word choice affects tone and meaning.</p>	Chapter 2	<ul style="list-style-type: none"> • Determine the meaning of literal and figurative language (metaphors and similes) in literary text. • Analyze how an author’s word choice affects tone and meaning. 	<ul style="list-style-type: none"> • literal/figurative language 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer • Selected Response Questions: Word Choice in Ch 2 • Exit Ticket
<p>6.RV.3.3: Readers determine the meaning of literal and figurative language (metaphors and similes) in literary text.</p> <p>6.RL.3.2: Readers analyze how an author’s word choice affects tone and meaning.</p>	Chapter 3	<ul style="list-style-type: none"> • Determine the meaning of literal and figurative language (metaphors and similes) in literary text. • Analyze how an author’s word choice affects tone and meaning. 	<ul style="list-style-type: none"> • tone • ingratitude • charged • revenge 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer • Author’s Word Choice and Tone (graphic organizer)
<p>6.RL.3.3: Readers determine the meaning of literal and figurative language (metaphors and similes) in literary text.</p> <p>6.RL.3.2: Readers analyze how an author’s word choice affects tone and meaning.</p>	Chapter 4	<ul style="list-style-type: none"> • Determine the meaning of literal and figurative language (metaphors and similes) in literary text. 	<ul style="list-style-type: none"> • crouched • whilst 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none"> Analyze how an author's word choice affects tone and meaning. 		
<p>6.RV.3.3: Readers determine the meaning of literal and figurative language (metaphors and similes) in literary text.</p> <p>6.RL.3.2 Readers analyze how an author's word choice affects tone and meaning.</p>	Chapter 5	<ul style="list-style-type: none"> Determine the meaning of literal and figurative language (metaphors and similes) in literary text. Analyze how an author's word choice affects tone and meaning. 	<ul style="list-style-type: none"> insisted 	<ul style="list-style-type: none"> Tracking Bud's Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer Mid-Unit 1 Assessment: Figurative Language and Word Choice
<p>6.RL.2.1: Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RV.3.2: Readers use a variety of strategies to determine word meaning in informational text.</p>	Chapter 6	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. I can use a variety of strategies to determine word meaning in informational text. 	<ul style="list-style-type: none"> annotate commencement raggedy pouted 	<ul style="list-style-type: none"> Tracking Bud's Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer Annotated Steve Jobs speech Exit Ticket
<p>6.RL.2.1: Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.SL.2.1: Readers effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues.</p>	Chapter 7	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. 	<ul style="list-style-type: none"> hypnotizing 	<ul style="list-style-type: none"> Tracking Bud's Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer Forming Evidence-Based Claims (graphic organizer)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
				<ul style="list-style-type: none"> Connecting Events in the Steve Jobs Speech to those in novel (graphic organizer)
<p>6.RL.2.1: Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RV.3.2: Readers use a variety of strategies to determine word meaning in informational text.</p>	Chapter 8	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Use a variety of strategies to determine word meaning in informational text. 	<ul style="list-style-type: none"> fidgeting alias 	<ul style="list-style-type: none"> Tracking Bud’s Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer Annotated Steve Jobs speech Venn Diagram
<p>6.RN.2.1: Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.2.1: Readers can determine the main idea of an informational text based on details in the text.</p> <p>6.RN.3.2: Readers analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p>	Chapter 9	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Determine the main idea of an informational text based on details in the text. Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> accordion 	<ul style="list-style-type: none"> Tracking Bud’s Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer Forming Evidence-Based Claims (graphic organizer)
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RV.3.2 Readers use a variety of strategies to determine word meaning in informational text.</p>	Chapter 10	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Use a variety of strategies to 	<ul style="list-style-type: none"> squatted puny unbelievable 	<ul style="list-style-type: none"> Tracking Bud’s Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<p>determine word meaning in informational text.</p>		<ul style="list-style-type: none"> • Summary Graphic Organizer • Annotated Steve Jobs speech
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p>	<p>Chapter 11</p>	<ul style="list-style-type: none"> • Cite text-based evidence to support an analysis of informational text. • Determine the main idea of an informational text based on details in the text. • Analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> • analyze • slew • scolding • chattering 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer • Forming Evidence-Based Claims (graphic organizer)
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	<p>Chapter 12</p>	<ul style="list-style-type: none"> • Cite text-based evidence to support an analysis of informational text. • Determine the main idea of an informational text based on details in the text. • Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the 	<ul style="list-style-type: none"> • resourceful • loathsome • confidential 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	Chapter 13	<p>development of ideas in a text.</p> <ul style="list-style-type: none"> • Cite text-based evidence to support an analysis of informational text. • Determine the main idea of an informational text based on details in the text. • Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> • shunned • meddling 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	Chapter 14	<ul style="list-style-type: none"> • Cite text-based evidence to support an analysis of informational text. • Determine the main idea of an informational text based on details in the text. • Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> • stampede 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer) • Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) • Summary Graphic Organizer
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p>	Chapter 15	<ul style="list-style-type: none"> • Cite text-based evidence to support 	<ul style="list-style-type: none"> • suspicious 	<ul style="list-style-type: none"> • Tracking Bud’s Rules (graphic organizer)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>		<p>an analysis of informational text.</p> <ul style="list-style-type: none"> Determine the main idea of an informational text based on details in the text. Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 		<ul style="list-style-type: none"> Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	Chapter 16	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Determine the main idea of an informational text based on details in the text. Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> concerned prodigy 	<ul style="list-style-type: none"> Tracking Bud's Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p>	Chapter 17	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Determine the main idea of an informational text 	<ul style="list-style-type: none"> commencing 	<ul style="list-style-type: none"> Tracking Bud's Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>		<p>based on details in the text.</p> <ul style="list-style-type: none"> Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 		
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	Chapter 18	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Determine the main idea of an informational text based on details in the text. Analyze how a sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> rummaging snooping stumbled 	<ul style="list-style-type: none"> Tracking Bud’s Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer
<p>6.RN.2.1 Readers cite text-based evidence to support an analysis of informational text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	Chapter 19	<ul style="list-style-type: none"> Cite text-based evidence to support an analysis of informational text. Determine the main idea of an informational text based on details in the text. Analyze how a sentence, paragraph, chapter, or section 	<ul style="list-style-type: none"> tragedies determined ornery 	<ul style="list-style-type: none"> Tracking Bud’s Rules (graphic organizer) Figurative Language in <i>Bud, Not Buddy</i> (graphic organizer) Summary Graphic Organizer



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p> <p>6.RN.3.2 Readers analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</p> <p>6.RN.2.1 Readers can determine the main idea of an informational text based on details in the text.</p>	<p>Assessment/ Speech Analysis</p>	<ul style="list-style-type: none"> • I can determine the main idea of an informational text based on details in the text. • I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. 	<ul style="list-style-type: none"> • contributes 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech
<p>6.W.6.1 Demonstrate the command of English grammar and usage.</p> <p>6.SL.4.2 Create engaging presentations that include multimedia components (e.g., graphics, images, music, and sound).</p>	<p>PowerPoint</p>	<ul style="list-style-type: none"> • I can demonstrate the command of English grammar and usage. • I can create engaging presentations that include multimedia components (e.g., graphics, images, music, and sound). 	<ul style="list-style-type: none"> • multimedia 	<ul style="list-style-type: none"> • Rules and Things to Have a “Funner Life” PowerPoint

Never Give Up



Grade Level: 6

Subject: Language Arts

Key Unit Objectives	<ul style="list-style-type: none"> Analyze informational texts Analyze plot, setting, characters Analyze theme and author’s purpose Analyze multimodal texts Write a biographical report
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Standard(s)	Lesson	Objective	Vocabulary	Materials
6.RV.1.1 Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unit Opener	Essential Question: What keeps people from giving up?	<ul style="list-style-type: none"> achieve individual instance outcome principle 	<ul style="list-style-type: none"> Video clips
<p>6.RN.1.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p> <p>6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>6.RN.2.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>6.RN.3.2 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RN.3.3 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p> <p>6.W.1.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	A Schoolgirl’s Diary <i>from</i> I am Malala	<ul style="list-style-type: none"> Analyze characteristics and features of informational text. Generate questions to guide reading. Generate questions and key words to guide research. Discuss in a small group the importance of going to school. Use Greek and Latin roots to understand vocabulary. Understand correct capitalization of proper nouns. Language: Discuss with a partner the purpose of features of informational 	<ul style="list-style-type: none"> memoir prologue map controlling idea debate edict defy pseudonym anonymous 	<ul style="list-style-type: none"> Pg 332-333 Notice and Note Pg 337-346 <i>I am Malala</i> Check for understanding Pg 348 (1-5) Pg 349 “Write a Formal Letter” R5 Selection Test <p><u>Small Group:</u></p> <ul style="list-style-type: none"> Numbered Heads Together (pg 332B) Activating Academic Vocabulary (pg 332B)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.3.1d Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>		<p>text using the key term prologue.</p>		
<p>6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p> <p>6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.W.3.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2e Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>6.RV.2.3 Distinguish among the connotations of words with similar denotations.</p> <p>6.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p>	<p>“The First Day of School”</p>	<ul style="list-style-type: none"> • Analyze plot, as well as how setting influences plot and character. • Generate and research questions about a historical setting. • Write an informational essay on the influence of setting on character in the selection. • Discuss comparisons and contrasts between students' lives and the lives of characters. • Use a thesaurus effectively. • Practice writing sentences with varying sentence patterns. • Language: Discuss features of the text 	<ul style="list-style-type: none"> • plot • nonlinear elements • flashback • resentment • lament • stealthily • linger • serene • poised 	<ul style="list-style-type: none"> • Pg 354 Critical Vocabulary • Pg 355-360 “The First Day of School” • R5 • Pg 362 (1-5) • ReadWorks- “Walking Tall” • Movie <u>Ruby Bridges</u> <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> • Pinwheel Discussion (pg 352B) • Three-Minute Review (pg 352B)

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.6.1e Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>		<p>using the key term plot.</p>		
<p>6.RL.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.W.1.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>6.SL.4.2 Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>“Speech to the Young: Speech to the Progress-Toward”</p>	<ul style="list-style-type: none"> • Analyze the effects of meter and structural elements. • Make inferences about theme and author’s purpose. • Research poet Gwendolyn Brooks. • Write a poem or inspirational speech. • Record a poem or presentation as a podcast. • Language Discuss elements of a poem using the terms meter, alliteration, and repetition. 	<ul style="list-style-type: none"> • Free Verse Poem • line breaks • repetition • rhythm • alliteration • theme • infer 	<ul style="list-style-type: none"> • Pg 369-370 “Speech to the Young” • Check for understanding • Pg 373 Write a Short Poem • R5 <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share (pg 366B) • Jigsaw with Experts (pg 366B)
<p>6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>6.RN.3.2 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RN.4.2 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.</p> <p>6.W.1.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support</p>	<p><i>From</i> Into the Air</p>	<ul style="list-style-type: none"> • Analyze characteristics and determine key ideas in multimodal texts. • Conduct research about early advances in flight. • Write a summary of the selection’s content. • Discuss the functions of 	<ul style="list-style-type: none"> • discourage • incorrect • prepare • defeat • preserve • demonstration 	<ul style="list-style-type: none"> • Pg 377-384 “Into the Air” • R5 <p><u>Small Groups:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share (pg 374B) • Three-Minute Review (pg 374B)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p>6.SL.3.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>6.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>6.ML.1.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>		<p>elements of multimodal text.</p> <ul style="list-style-type: none"> • Use knowledge of affixes to determine a word’s meaning. • Identify and use adverbs and adverb clauses. • Language: Discuss with a partner the features of the text using the key term multimodal. 		
<p>6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>6.RN.2.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>6.W.5.1b Gather relevant information from multiple sources, and annotate sources.</p> <p>6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p> <p>6.W.6.1e Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>	<p><i>From</i> The Wright Brothers: How they Invented the Airplane</p>	<ul style="list-style-type: none"> • Analyze characteristics and determine key ideas in multimodal texts. • Conduct research about early advances in flight. • Write a summary of the selection’s content. • Discuss the functions of elements of multimodal text. • Use knowledge of affixes to determine a word’s meaning. • Identify and use adverbs and adverb clauses. 	<ul style="list-style-type: none"> • pattern of organization • experiment • prediction • accurate • calculate • apparatus 	<ul style="list-style-type: none"> • Pg 393-399 “The Wright Brothers: How They Invented the Airplane” • Pg 404 (1-5) • R5



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.6.2b.1 Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p>		<ul style="list-style-type: none"> Language: Discuss with a partner the features of the text using the key term multimodal. 		
	Independent Reading	Essential Question: What keeps people from giving up?	<ul style="list-style-type: none"> synopsis signposts contrasts contradictions extreme/absolute language 	<p>Independent Reading:</p> <p>“Paul Reveres’ Ride”</p> <p>“The Road Not Taken”</p> <p>“Damon and Pythias”</p> <p>Education First from “Malala’s Speech to the United Nations”</p> <ul style="list-style-type: none"> Graphic organizer (summary, signposts, recommendations)
<p>6.W.3.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>6.W.3.2e Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.3.2f Establish and maintain a style appropriate to purpose and audience.</p> <p>6.W.3.2g Provide a concluding statement or section that follows from the information or explanation presented. 6.W.5.1f Present information, choosing from a variety of formats.</p>	Writing Task: Biographical Report	<ul style="list-style-type: none"> Write an introduction that has a thesis statement. Use primary and secondary research sources. Cite and use materials ethically. Organize information in a logical way. Connect related ideas effectively. 	<ul style="list-style-type: none"> thesis primary source secondary source 	<ul style="list-style-type: none"> Pg 408-413 <u>Who Was?</u> and <u>Who Is?</u> books from libraries Planning page Revision checklist



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
		<ul style="list-style-type: none">• Use appropriate word choice, voice, and tone.• Conclude by summarizing or drawing a conclusion.• Revise drafts, incorporating feedback from peers.• Edit drafts to incorporate transitions.• Use a rubric to evaluate writing.• Language: Use conjunctive adverbs to show relationships.		

Literature Circles



Grade Level: 6

Subject: Language Arts

Key Unit Objectives	<ul style="list-style-type: none"> • Using evidence to support claims/inferences • Examine the impact of setting on the plot • Examine the changes that a character undergoes throughout the course of a novel • Examine the structure of a piece of literature
<ul style="list-style-type: none"> • Curriculum Note: Students will complete each of the literature circle roles at different times depending on their reading group's plan • Book Choices: Tuck Everlasting, Refugee, I am Malala, The Lightning Thief, Pax, Crash, The Watsons Go to Birmingham, Flipped, Holes 	

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.3.2 Students identify the point of view and discuss the impact on the mood, tone, and meaning of the novel.</p> <p>6.RL.3.1 Students understand the setting and apply their understanding to their analysis of the text.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.3 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>	Lesson 1	<ul style="list-style-type: none"> • Divide novel into 15 days (paying attention to where chapters end). 	<ul style="list-style-type: none"> • mood • tone • analysis • inference 	<ul style="list-style-type: none"> • literature circle planning sheet
<p>6.RL.2.1 Students respond to questions in writing using textual evidence to support claims and inferences.</p> <p>6.RN.2.2 Students write objective summaries of text.</p>	Word Wizard	<ul style="list-style-type: none"> • Select 2 words to define and use in a sentence. 	<ul style="list-style-type: none"> • denotation • connotation 	<ul style="list-style-type: none"> • Word Wizard role sheet
<p>6.RL.3.1 Students identify the theme of a story and explain how it is conveyed through certain scenes and events.</p>	Passage Predictor	<ul style="list-style-type: none"> • Make 2 predictions about characters. 	<ul style="list-style-type: none"> • thematic statement 	<ul style="list-style-type: none"> • Passage Predictor role sheet



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.3 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>				
<p>6.RL.2.3 Students continue to respond to literature focusing on plot, theme, and setting.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.3 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>	Scene Setter	<ul style="list-style-type: none"> Select 3 scenes from reading- list 3 words to describe the scene and explain the importance of the scene and illustrate. 	<ul style="list-style-type: none"> capture illustrate 	<ul style="list-style-type: none"> Scene Setter role sheet
<p>6.RL.2.3 Students understand how a single event in the plot impacts the rest of the story.</p> <p>6.RL.2.3 Students comprehend events that have happened in the plot.</p>	Character Sketcher	<ul style="list-style-type: none"> List 3 characteristics and 3 supporting characteristics (examples for 3 different characters) 	<ul style="list-style-type: none"> characteristics comprehend 	<ul style="list-style-type: none"> Character Sketcher role sheet



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.1 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>				
<p>6.RL.2.3 Students continue to respond to literature focusing on plot, theme, and setting.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.3 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>	<p>Passage Master</p>	<ul style="list-style-type: none"> Select 4 passages and explain the importance of each 		<ul style="list-style-type: none"> Passage Master role sheet
<p>6.W.1 Students can identify and use sensory details in writing.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p>	<p>Quotable Quotations Quizzer</p>	<ul style="list-style-type: none"> Select 4 different quotes and explain the importance of each 		<ul style="list-style-type: none"> Quotable Quotations Quizzer role sheet



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.2.3 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>				
<p>6.RL.3.1 Students understand how a character changes throughout a story.</p> <p>6.RL.3.1 Students understand how a character's changes affect the plot.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.1 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>	<p>Story Tree Teller</p>	<ul style="list-style-type: none"> • Focus on basic literary elements during discussion 	<ul style="list-style-type: none"> • literary elements (plot, character, setting, conflict, theme, and mood) 	<ul style="list-style-type: none"> • Story Tree Teller Role Sheet
<p>6.RL.2.3 Students comprehend events that have happened in the plot.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.2.1 Students study the plot of a piece of literature (ongoing throughout unit).</p>	<p>Conflict Connector</p>	<ul style="list-style-type: none"> • Group discussion to help others understand the topic of conflict that exists and ways the characters work through it. 	<ul style="list-style-type: none"> • dominant • resolve • customs 	<ul style="list-style-type: none"> • Conflict Connector role sheet



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RN.2.2 Students write objective summaries of the text (ongoing throughout unit).</p>				
<p>6.RL.3.1 Students consider the structure of an excerpt when conducting an analysis of the text.</p> <p>6.RL.3.2 Students identify and analyze mood and tone.</p> <p>6.RL.2.1 Students use textual evidence to support inferences and claims (ongoing throughout unit).</p> <p>6.RV.2.1 Students determine how to use vocabulary in context (ongoing throughout unit).</p> <p>6.RL.1 Students study the plot of a piece of literature (ongoing throughout unit).</p> <p>6.RN.2.1 Students write objective summaries of the text (ongoing throughout unit).</p>	<p>Recipe Reader</p>	<ul style="list-style-type: none"> • Create a recipe that lists all of the “ingredients” in a book 	<ul style="list-style-type: none"> • plot • theme • setting • mood 	<ul style="list-style-type: none"> • Recipe Reader role sheet
	<p>Assess</p>	<p>Assessment</p>		



Grade Level: 6

Subject: Language Arts

Hidden Truths

Key Unit Objectives	<ul style="list-style-type: none"> • Analyze informational texts • Analyze character development • Analyze structural elements in poems • Analyze plot, purpose, and theme • Write a short story
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Standard(s)	Lesson	Objective	Vocabulary	Materials
6.RV.1.1 Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unit Opener	Essential Question: What hidden truths about people and the world are revealed in stories?	<ul style="list-style-type: none"> • emphasize • occur • period • relevant • tradition 	<ul style="list-style-type: none"> • Pg 418-421 • video clips
<p>6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>6.RN.2.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>6.W.1.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>6.W.5.1f Present information, choosing from a variety of formats.</p> <p>6.W.6.1e Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	From Storytelling	<ul style="list-style-type: none"> • Analyze the characteristics and structures of informational text. • Make inferences about key ideas. • Research guidelines for expressive storytelling. • Write a speech about the importance of storytelling. • Engage in a group discussion about the selection's key ideas. • Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> • structural elements • organizational patterns • introduction • key ideas • explicitly/implicitly • inference • controlling idea • universal • invariably • nurture • adversity • integral • trance • chastise 	<ul style="list-style-type: none"> • Pg 424 Critical Vocabulary • Pg 422-428 • Pg 430 (1-5) <p>Small Group:</p> <ul style="list-style-type: none"> • Reciprocal Teaching (pg 420B) • Think-Pair-Share (pg 420B)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>6.W.6.1e Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons</p>		<ul style="list-style-type: none"> Language: With a partner, tell a story based on an image. 		
<p>6.RL.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.4.1 Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p> <p>6.W.3.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>6.W.3.2e Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.W.5.1f Present information, choosing from a variety of formats.</p> <p>6.SL.1.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>6.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p>	<p>The Prince and the Pauper</p>	<ul style="list-style-type: none"> Analyze how playwrights develop characters. Create mental images to deepen understanding. Research the life of a real-life character depicted in the play. Write a character sketch. Perform a dramatic reading. Use a variety of resources to define vocabulary terms. Identify and use preposition and prepositional phrases. Language: Discuss with a partner the features of the text using the key term characters. 	<ul style="list-style-type: none"> playwright stage directions dialogue wistfully anxiously discreetly rueful jest perplexed 	<ul style="list-style-type: none"> Pg 435 Critical Vocabulary Pg 435-453 “The Prince and the Pauper” Pg 455 “Dramatic Reading” <p>Small Group:</p> <ul style="list-style-type: none"> Readers’ Theater (pg 434B) Reciprocal Teaching (pg 434B)
<p>6.RL.1.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with</p>	<p><i>From</i> Archetype and “Fairy-Tale Logic”</p>	<ul style="list-style-type: none"> Understand the difference between 	<ul style="list-style-type: none"> form free verse stanzas 	<ul style="list-style-type: none"> Pg 459-465 Pg 466 (1-5) Pg 468 (1-4)



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p> <p>6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.4.2 Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6.W.5.1f Present information, choosing from a variety of formats.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>		<p>sonnets and free verse.</p> <ul style="list-style-type: none"> • Analyze the effect of meter and form on poetic expression. • Make personal and thematic connections to stories and poetry. • Discuss, paraphrase, infer, and compare themes and meaning within and across texts. • Research other authors and make connections. • Analyze and discuss how writers use allusion, rhyme, rhythm, alliteration, and repetition to express meaning. • Language: Discuss with a partner types of characters found in different kinds of stories, using the key term archetype. 	<ul style="list-style-type: none"> • sonnet • end rhymes • meter • internal rhyme • alliteration • allusion • theme 	<p>Small Group:</p> <ul style="list-style-type: none"> • Genre Reformulation (pg 458B) • Paraphrase Passport (pg 458B)
<p>6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p>	<p>“The Boatman’s Flute” and “The Mouse Bride”</p>	<ul style="list-style-type: none"> • Cite evidence to support analysis of plot and point of view. 	<ul style="list-style-type: none"> • plot • conflict internal/external • narrator 	<ul style="list-style-type: none"> • Pg 472 Critical Vocabulary • Pg 471-478 “The Boatman’s Flute” • Pg 486 Critical Vocabulary



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.3.2 Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p>6.W.3.3c Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p>6.RV.2.2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6.RL.2.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.</p> <p>6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.W.3.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</p> <p>6.W.3.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p>		<ul style="list-style-type: none"> • Conduct research about folktales. • Discuss elements of plot. • Rewrite the narrative from a different point of view. • Expand knowledge of vocabulary. • Language: Identify and discuss with a partner the characters in a text, using the term character. 	<ul style="list-style-type: none"> • point of view • seamstress • courtyard • convince • commit • sincere • politeness • theme • amazement • enchanting • deceptive • regal • elegant 	<ul style="list-style-type: none"> • Pg 485-494 “The Mouse Bride” • Pg 500-501 “Collaborate and Compare” <p>Small Groups:</p> <ul style="list-style-type: none"> • Somebody Want But/So/Then (pg 470B) • Three Before Me (pg 470B)



Grade Level: 6 Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.3.2e Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>				
	Independent Reading	Essential Question: What hidden truths about people and the world are revealed in stories?	<ul style="list-style-type: none"> • synopsis • signposts • contrasts • contradictions • extreme/absolute language 	Independent Reading: “The Golden Serpent” “Echo and Narcissus” “The Fisherman and the Chamberlain” “Urban Legends, Suburban Myths” <ul style="list-style-type: none"> • graphic organizer (summaries, signposts, recommendations)
<p>6.W.3.3a Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, and introduce the narrator and/or characters).</p> <p>6.W.3.3b Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.W.3.3c Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	Writing Task: Short Story	<ul style="list-style-type: none"> • Tell a story with an exposition, rising action, a climax, falling action, and a resolution. • Sequence plot events to create suspense and lead to a resolution. • Include a conflict that can unfold and be resolved in an interesting way. 	<ul style="list-style-type: none"> • exposition • sequence • suspense • vivid 	<ul style="list-style-type: none"> • Pg 504-509 Write a Short Story • Graphic organizer planning page • Revision/editing graphic organizer



Grade Level: 6

Subject: Language Arts

Standard(s)	Lesson	Objective	Vocabulary	Materials
<p>6.W.3.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.W.3.3e Provide an ending that follows from the narrated experiences or events.</p> <p>6.W.4.1a Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>		<ul style="list-style-type: none">• Use vivid language to make the setting and characters come alive.• Use a point of view that suits the purpose of the story.• Develop the characters through dialogue and interesting details.• Clearly express the theme of the story.• Language: Write about character and setting using vivid words.		