Nine Weeks	Units	Standards
1st Nine Weeks Dates to remember: **Grading Period (8/14-10/16)** 9/1- Labor Day	Read aloud- Stargirl by Jerry Spinelli Lessons from The Comprehension Playbook by Kristina Smekens Narrative Writing- "Scar Story" Unit 1 HMH- Into Literature "Finding Courage" Unit 2 HMH- Into Literature "Through an Animals Eyes" ** Only selected texts from the HMH Units will be taught to align with instructional goals, student needs, and available time.*	6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E) 6.RC.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. (E) 6.RC.3: 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. (E) 6.RC.10: Use context to determine or clarify the meaning of words and phrases. 6.RC.13: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E) 6.W.4: Apply the Writing Process 6.W.3: Write narrative compositions in a variety of forms that: a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. 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. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide an ending that follows from the narrated experiences or events. (E)
2nd Nine Weeks Dates to remember: **Grading Period 10/17-1/8** **ILEARN checkpoint 1 (11/6)** **Thanksgiving Break (11/26-11/28)** **Christmas Break (12/22-1/2)**	Finish Unit 2 HMH Unit 3 HMH- Into Literature "Surviving the Unthinkable" **Only selected texts from the HMH Unit will be taught to align with instructional goals, student needs, and available time.* I Survived the Sinking of the Titanic by Lauren Tarshis Informative Writing The, Lion, The Witch, and The Wardrobe by C.S. Lewis Lessons from The Comprehension Playbook by Kristina Smekens	6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E) 6.RC.5: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text 6.RC.6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.RC.7: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E) 6.RC.9: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue. 6.RC.12: Distinguish among the connotations of words with similar denotations.

		6.W.4: Apply the Writing Process 6.W.2: Write informative compositions in a variety of forms that: a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. e. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. f. Establish and maintain a writing style appropriate to the purpose and audience. g. Provide a concluding statement or section that follows from the information or explanation presented. (E)
3rd Nine Weeks <u>Dates to remember:</u> **Grading Period (1/9-3/16)** **MLK Day (1/19)** **ILEARN Checkpoint 2 (1/29)** **President's Day (2/16)**	Unit 4 HMH- Into Literature "Discovering Your Voice" * *Only selected texts from the HMH unit will be taught to align with instructional goals, student needs, and available time.* Argumentative Writing <u>Bud Not, Buddy</u> by Christopher Paul Curtis	6.W.6: Demonstrate command of English grammar and usage, focusing on: Pronouns - Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). Usage - Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)

	Lessons from The Comprehension Playbook by Kristina Smekens	6.W.7: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation – Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E) 6.W.4: Apply the Writing Process 6.W.1 Write arguments in a variety of forms that: a. Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect. b. Use an organizational structure to group related ideas that support the argument. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a consistent style and tone appropriate to the purpose and audience. e. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. f. Provide a concluding statement or section that follows from the argument presented. (E) 6.CC.5: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

		6.RC.11: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual words. 6.RC.8: 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. 6.CC.4: 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. 6.CC.8: Use evidence to evaluate the accuracy of information presented in multiple media messages. (E) 6.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). b. Gather relevant information from multiple sources and annotate sources. c. Assess the credibility of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and provide basic bibliographic information for sources. f. Present information, choosing from a variety of formats. (E)

4th Nine Weeks Dates to remember **Grading Period (3/17-5/27)** **ILEARN Checkpoint 3 (3/26)** **Good Friday (4/3)** **Spring Break (4/6-4/10)** **Memorial Day (5/25)**	Literature Circles Lessons from The Comprehension Playbook by Kristina Smekens	6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E) 6.RC.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. (E) 6.RC.3: 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. (E) 6.RC.4: 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. 6.W.4: Apply the Writing Process 6.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). b. Gather relevant information from multiple sources and annotate sources. c. Assess the credibility of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and provide basic bibliographic information for sources.

		f. Present information, choosing from a variety of formats. (E)