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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension** | **Comprehension/****Fluency** Read to Self(on level texts)Retell a familiar textRules and Routines/Pre-AssessmentSuggested Read-Aloud **Teacher Selected****Read-Aloud** | * *Journeys* Assessments and Materials
 | **(OPTIONAL)** Every child will be assessed with the initial diagnostic tool called the **Comprehensive Screening Assessment** that comes with the Houghton Mifflin series. This assessment should be completed during the first two weeks of school. |
| **CC.RL.6.1**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**(Refer to FSPS Ongoing CCSS Grade 6)** | * I will use evidence from the text to support my analysis of what the text says and inferences I make.
 | Textual evidence AnalysisExplicitly Inference | ***GRW*:** p. 365(T)***TDC*:** p.18-19 (T)**TC**: Book 4, p. 14, Lesson 11 p. 106 ***RP***: p. 81-90 ***SW*-2:** p. 141-142 ***CT*:** Book 4, p. 47, Lesson 14  |
| **Vocabulary**  | **TARGETED VOCABULARY & STRATEGIES**Setting up rules and routines **Word Study & Decoding**Setting up rules and routines | * *Journeys* Assessments and Materials
 |
| **CC. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.****CC.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. **(Refer to FSPS Ongoing CCSS Grade 6)** | * I will use context clues to figure out the meaning of words and phrases.
 | Context cluesFunction | <http://dictionary.reference.com/>***WTW***: p.253 & 265 (Greek and Latin roots)***BWL******WJ***: Chapter 7  |
| **Grammar** | **Grammar**ReviewCompleteSentences | * *Journeys* Assessments and Materials
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| **CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.****CC. L.6.1e**  Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. | * Complete Sentences
 | Recognize Variations Strategies Expression Conventional language | <http://languagearts.pppst.com/index.html>***MI******EE*** |
| **Writing** | **Writing**Review Writing ProcessSetting up rules and routines | * *Journeys*

 Assessments and Materials | **(OPTIONAL)***Writing Pre-Prompt Comprehensive Screening Assessment* |
| **CC. W.6.10**  Write routinely over extended time frames *(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)* for a range of discipline-specific tasks, purposes, and audiences.**(Refer to FSPS Ongoing CCSS Grade 6)** | * I will write for an appropriate time based on a specific task, purpose, and audience.
 | RoutinelyReflectionRevision | ***GRW*:** Chapter 5***WP*:** Chapters 1 & 2***LC*:** Book 1***WBT*** |

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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension** | **Comprehension/****Fluency****J – L 2****Skill:**Author’s Purpose**Strategy**:Infer/Predict**Genre**:Autobiography | **J – L 2****Read Aloud “The Assignment”** T84-T85* Projectable 2.1 (Model Oral Fluency)
* CLLG: p. 43
* Target Vocabulary T85

**Main Selection “Knots in My Yo-Yo String”** T92-T103* CLLG: p. 42
* Introduce: Author’s Purpose; Infer/Predict T90-T91
* Projectable 2.2 (Author’s Purpose; Infer/Predict)

**PB**: p.13* Projectable 2.3a, 2.3b, 2.3c (Inference Map: Author’s Purpose)
* Stop & Think T95, T97
* Deepen comprehension: Author’s Purpose T108-T109
* Projectable 2.4 (Inference Map: Connect Author’s Viewpoint

**PB:** p.14AL: author’s purpose, infer, author’s viewpoint, bias**Connect To “Sporty Poetry”** T104-T107* **MC**: T107 CLLG: p. 43
 | **(OPTIONAL)**T126 Weekly Test2.5-2.7 |
| **CC.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  | * I will determine the theme or central idea and explain how it is portrayed through details.
* I will summarize a text and leave out my personal opinion.
 | ConveyedPortrayedSummaryThemeCentral idea | ***TDC*:** p. 19-22 (T) ***GRW*:** p. 361-362 (T) ***STW2*:** p. 188-190 ***CT***: p. 56, Book 4, Lesson 15***RP*:** p. 99-113 (T) ***CT*:** p. 120-124  |
| **CC.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  | * I will describe how a story’s plot unfolds using a series of episodes.
* I will explain how the characters respond or change as the plot advances.
* I will analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text.
 | EpisodesPlotResolutionAnalyzeElaboratedAnecdotes | ***GRW*:** p. 441-446  p. 17-23 ***TDC*:** p. 19-22 (T) ***GRW*:** p. 395-396 (T) ***GRW*:** p. 396-397 (T) ***BWL*:** p. 72, Chapter 5 ***TDC*:** p. 156  |
| **Vocabulary** | **Targeted Vocabulary** **& Strategies****J – L 2****Strategy**:Suffixes: -*er, -or, -ar,* *-ist, -ian, -ent***WORD CARDS**Cards 12-20**Target Vocabulary:**mentor, employed, scholastic, grimly, contested, tumult, pursuit, culprit, deprived, miraculous | **Introduce Vocabulary****J – L 2** T86-T87**Develop Background****“The Assignment”**T84-T85**“What Goes Into an Autobiography?”**T88-T89**Vocabulary Strategies**T112-T113Suffixes *–er, -or, -ar,**-ist, -ian, -ent** Projectable 2.5 (Suffixes
* *–er, -or, -ar,* *-ist, -ian, -ent)*
* **PB:** p.15

**AL:** affix, base word, suffix | **(OPTIONAL)**T126 Weekly TestTarget VocabularySuffixes *–er, -or,**-ar. –ist, -ian, -ent*2.2-2.4 |
| **CC.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.****CC.L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | * I will use common Greek and Latin affixes and roots to figure out word meaning.
 | GreekLatinAffixesRoots | <http://dictionary.reference.com/>***WTW***: p.253 & 265 (Greek and Latin roots)***BWL******WJ***: Chapter 7  |
| **Spelling** | Choose appropriately from the lessons.**J – L 1**VCCV Syllable **Pattern****J– L 2**VCV Syllable Pattern**Spelling:**Short Vowels | **J – L 1 De*tailed Spelling Plan*** T44-T45* Day 1: Teach the Principle/Pretest

**PB:** p.4* Day 2: Word Sort

**PB:** p. 5* Day 4: Connect to Writing **PB:** p. 6
* Day 5: Assessment

**J – L 2** Decoding T111***Detailed Spelling Plan***T116-T117* Day 1: Teach the Principle/ Pretest

**PB**: p. 16* Day 2: Word Sort

**PB:** p. 17* Day 5: Assessment
 | Choose appropriately from the lessons.**J – L 1****T55 Weekly Decoding Test**1.6-1.7T45 Spelling Assessment **J – L 2****T127 Weekly Decoding Test** 2.8-2.9T117 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling.**CC.L.6.2b** Spell correctly.**Spelling Words: Lesson 1****(Basic)** batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful**(Review)** swift, tense, modern, grasp, bundle**(Challenge)** salary, quintet, magnetic, tepid, intact**Spelling Words: Lesson 2****(Basic)** scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat**(Review)** disagree, compose, awake, unwise, release**(Challenge)** ratify, serene, refute, appraise, humane |
| **Grammar** | Choose appropriately from the lessons.**J – L 1**Complete SentencesSubjects and PredicatesParts of Speech **AL:** complete sentence, fragment, complete subject, complete predicate**J – L 2**Kinds of Sentences**AL:** declarative, imperative, interrogative, exclamatory | **J – L 1** ***Detailed Grammar Plan*** T46-T49* Day 1: Teach subjects & predicates

 Projectable 1.6 **PB**: p. 7* Day 2: Teach complete subjects & predicates

 Projectable 1.7 **PB:** p. 8* Day 3: Fragments & Run-ons Projectable 1.8  **PB**: p. 9
* Day 4: Review Complete Sentences and Fragments

 Spiral Review: Contractions **PB**: p. 10Day 5: Connect to Writing (Sentence  Fluency) **PB**: p. 11**J – L 2** T118-T119* Day 1: Teach Declarative and Interrogative projectable 2.6 **PB**: p. 19
* Day 2: Teach Imperative and Exclamatory Sentences Projectable 2.7 **PB:** p. 20
* Day 4: Review Kinds of Sentences

Spiral Review: Verb Phrases and Easily Confused Verbs**PB:** p. 22* Day 5: Connect to Writing (Declarative and Interrogative Sentences)

**PB**: p. 23 | **(OPTIONAL)**T55 Weekly Test1.8-1.9T127 Weekly Tests 2.10-2.12 |
| **CC. L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | * I will learn to write and identify complete sentences.
* I will be able to write and identify different kinds of sentences.
 | Recognize Variations Strategies Expression Conventional language | <http://languagearts.pppst.com/index.html>***MI******EE*** |
| **Writing** | **Refer to *Journeys*****Lessons 1-5, 12, 14-15****Narrative**Text Types & Purposes**W.6.3****L.6.3a** |
| **CC. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.****CC.W.6.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | * I will write a real narrative with descriptive details and effective techniques where I engage and orient the reader by establishing a context, introduce a narrator and/or characters, and organize a logical event sequence.
 | EngageOrientNarratorLogical | ***LC*:** p. 69 |
| **CC.W.6.3b**  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. | * I will write a real narrative with descriptive details and effective techniques where I use dialogue, descriptions and pacing to develop experiences, events and characters.
 | Narrative Techniques DialoguePacing | ***WP*:** Ch. 6 ***LC*:** p. 27, p 43, p. 73  |
| **CC.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | * I will write a real narrative with descriptive details and effective techniques where I use transitional words, phrases, and clauses to convey sequence and signal shifts.
 | VarietyTransitionClausesConveySequence | ***MM* *4-5:*** p. 74, p. 155 |
| **CC.W.6.3d**  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | * I will write a real narrative with descriptive details and effective techniques where I use precise words and phrases, relevant details, and sensory language to convey experiences and events.
 | PreciseRelevantSensoryConveyTechniques | ***CL***: p. 68, 69, 70, p. 71 |
| **CC.W.6.3e**  Provide a conclusion that follows from the narrated experiences or events. | * I will write a real narrative with descriptive details and effective techniques where I provide a conclusion that flows with the given experiences or events.
 | Conclusion Techniques | ***LC*:** Book 4, p. 133 ***LC*:** Book 2, p. 137***CL*:** p. 70, p. 71, p.103  |
| **CC.L.6.3a**  Vary sentence patterns for meaning, reader/listener interest, and style. | * I will vary sentence patterns.
* I will write for interest and style.
 | Sentence patternsInterestStyle | <http://www.writingwithclarity.com/2011/07/make-writing-more-lively-and-effective-vary-your-sentence-patterns/> |

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| **READING WORKSHOP: WHOLE GROUP LESSONS** |
| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension: Extended Text Study** | Teacher Selected Materials for Extended Text StudyRefer to Year at A Glance for Standards**Story Structure****Summarize****Sequence of Events****Drawing Conclusions****Recount****Evaluate** |
| * Teacher may choose standards that best match the extended text study genre
* Refer to FSPS Extended Text Study Criteria
* Refer to FSPS Vocabulary Instruction Guidelines K-6

Key Ideas & Details**RL.6.2****RL.6.3**Integration of Knowledge & Ideas**RL.6.7****RL.6.9** |
| **CC.RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  | * I will determine the theme or central idea and explain how it is portrayed through details.
* I will summarize a text and leave out my personal opinion.
 | ConveyedPortrayedSummaryThemeCentral idea | ***TDC*:** p. 19-22 (T) ***GRW*:** p. 361-362 (T) ***STW2*:** p. 188-190 ***CT***: p. 56, Book 4, Lesson 15***RP*:** p. 99-113 (T) ***CT*:** p. 120-124  |
| **CC.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  | * I will describe how a story’s plot unfolds using a series of episodes.
* I will explain how the characters respond or change as the plot advances.
* I will analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text.
 | EpisodesPlotResolutionAnalyzeElaboratedAnecdotes | ***GRW*:** p. 441-446  p. 17-23 ***TDC*:** p. 19-22 (T) ***GRW*:** p. 395-396 (T) ***GRW*:** p. 396-397 (T) ***BWL*:** p. 72, Chapter 5 ***TDC*:** p. 156  |
| **CC.RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  | * I will compare and contrast the experience of reading a text to viewing or listening to the same text.
 | CompareContrast | ***STW1*:** p. 67-80 ***STW2*:** p. 307 ***TDC*:** p. 143-146 (T) |  |
| **CC.RL.6.9** Compare and contrast texts in different forms or genre (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | * I will compare and contrast texts of different forms on their treatment of the same theme or topic.
 | CompareContrastGenre Theme | ***STW1*:** p. 67-80 ***STW2*:** p. 307 ***TDC*:** p. 143-146 (T) |
| **Spelling** | **J – L 3**Stressed and Unstressed Syllables**Spelling:** Vowel Sounds: /ou/, /ōō/, /ô/, /oi/ | * Decoding T187

**J – L 3 Detailed Spelling Plan**T192-T193* Day 1: Teach the Principle/Pretest

**PB:** p. 28* Day 2: Word Sort

**PB**: p. 29* Day 5: Assessment
 | T203 Weekly Decoding Test 3.12-3.13T193 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 6 for CC.L.2b (Spell correctly) when teaching spelling.**CC.L.6.2b** Spell correctly.**Spelling Words:****(Basic)**  mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary**(Review)** royal, naughty, avoid, announce, cartoon**(Challenge)** bountiful, aloof, adjoin, taut, turquois |
| **Spelling Words:****(Basic)** source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula**(Review)** earth, further, squirm, pardon, perform**(Challenge)** horizontal, circuit, reimburse, formidable, monarchy | **J – L 4**VCCCV Syllable Pattern**Spelling:** Vowel + /r/ Sounds | * Decoding T261

**J – L 4 *Detailed Spelling Plan***T266-T267* Day 1: Teach the Principle/Pretest

**PB**: p. 40* Day 2: Word Sort

**PB:** p. 41* Day 5: Assessment
 | T277 Weekly Decoding Test4.6-4.7T267 Spelling Assessment |
| **Spelling Words:****(Basic)** waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered**(Review)** berry, bury, hangar, hanger**(Challenge)** barren, baron, burrow, burro, borough | **J – L 5**Homophones**Spelling:** Homophones | * Decoding T331

**J – L 5 *Detailed Spelling Plan*** T336-T337* Day 1: Teach the Principle/Pretest

**PB**: p.52* Day 2: Word Sort

**PB**: p. 53* Day 5: Assessment
 | T347 Weekly Test 5.8-5.9T337 Spelling Assessment |
| **Grammar** | **J – L 3**Review of Sentence StructureSubjects and Predicates**Refer to J- L 11 (Day 3), 13 & 16**Linking VerbsVerb Tenses**AL:** compound subject, compound predicate | **J – L 3 *Detailed Grammar Plan***T194-T196* Day 1: Teach Identifying Simple Subjects

Projectable 3.6**PB**: p. 31* Day 2: Teach Compound Subjects and Predicates

Projectable 3.7**PB**: p. 32* Day 3: Teach Subjects in Imperatives and Interrogatives

Projectable 3.8**PB**: p. 33* Day 4: Review Subjects and Predicates

Spiral Review: Using Adjectives and Adverbs**PB:** p. 34 | **(OPTIONAL)**T203 Weekly Tests 3.14-3.15 |
| **CC. L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | * I will be able to identify complete subjects and predicates.
* I will write sentences with complete subjects and predicates.
* I will use correct verb tense.
 | Recognize Variations Strategies Expression Conventional language | <http://languagearts.pppst.com/index.html>***MI******EE*** |
| **Writing** | **Refer to *Journeys*****Lessons 1-5, 12, 14-15****Narrative**Text Types & Purposes**W.6.3**Production/Distribution**W.6.5****W.6.6****L.6.3b****Narrative** |
| **CC. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.****CC.W.6.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | * I will write a real narrative with descriptive details and effective techniques where I engage and orient the reader by establishing a context, introduce a narrator and/or characters, and organize a logical event sequence.
 | Engage Orient Narrator Logical | ***LC*:** p. 69 |
| **CC.W.6.3b**  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. | * I will write a real narrative with descriptive details and effective techniques where I use dialogue, descriptions and pacing to develop experiences, events and characters.
 | Narrative Techniques DialoguePacing | ***WP*:** Ch. 6 ***LC*:** p. 27, p 43, p. 73  |
| **.CC.W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | * I will write a real narrative with descriptive details and effective techniques where I use transitional words, phrases, and clauses to convey sequence and signal shifts.
 | VarietyTransitionClausesConveySequence | ***MM* *4-5:*** p. 74, p. 155 |
| **.CC.W.6.3d**  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | * I will write a real narrative with descriptive details and effective techniques where I use precise words and phrases, relevant details, and sensory language to convey experiences and events.
 | Precise Relevant Sensory Convey Techniques | ***CL***: p. 68, 69, 70, p. 71 |
| **CC.W.6.3e**  Provide a conclusion that follows from the narrated experiences or events. | * I will write a real narrative with descriptive details and effective techniques where I provide a conclusion that flows with the given experiences or events.
 | Conclusion Techniques | ***LC*:** Book 4, p. 133 ***LC*:** Book 2, p. 137***CL*:** p. 70, p. 71, p.103  |
| **CC.W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | * I will use guidance from my peers and adults to plan, revise, and edit my writing.
 | RevisingEditingConventionsCommand | ***GRW*:** p. 63-66 (T); p. 77-80 ***WP*:** pg. 19-20 (T) ***LC:*** pg. 169-173 ***LC:*** pg. 37-45  |
| **CC.W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | * I will use digital tools to produce and publish my work.
* I will use the internet to interact and collaborate with my peers on writing projects.
* I will demonstrate a command of keyboarding skills to type three pages in one setting.
 | CollaborateSufficientCommand | Tikatot <http://www.tikatok.com/> Storybird <http://storybird.com/> Writing with Writers/Scholastic <http://teacher.scholastic.com/writewit/> Stonesoup <http://www.stonesoup.com/> (T)Read, Write, Think <http://tenkely.org/Read_Write_Think.html> (T) |
| **CC.L.6.3b**  Maintain consistency in style and tone. | * I will maintain a consistent style in writing.
* I will maintain a consistent tone in writing.
 | ConsistentStyleTone | <http://www.umuc.edu/writingcenter/onlineguide/chapter3-21.cfm><http://grammar.ccc.commnet.edu/grammar/composition/tone.htm> |

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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension: Research Connections** | Teacher Selected Materials for Research ConnectionsRefer to Year at A Glance for Standards**Main Idea & Details****Comparison** **Author’s Purpose****Drawing Conclusions** |
| * Teacher may choose standards that best match the research connections genre
* Refer to FSPS Research Connections Criteria
* Refer to FSPS Vocabulary Instruction Guidelines K-6

Key Ideas & Details**RI.6.2**Integration of Knowledge & Ideas**RI.6.8****RI.6.9** |
| **CC.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. | * I will determine the main idea of a text and explain how it is supported by key details.

I will summarize informational text while leaving out my personal opinion. | Central ideaConveyedSummaryJudgmentsInformational text | ***CT*:** Book 5, p. 56, Lesson 19  Book 6, p. 36, Lesson 25***STW*:** p. 166 (T)***NRP***: p. 90-91 ***NRP*:** p. 124  |
| **CC.RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | * I will trace and evaluate the argument and claims in a text.
* I will identify claims that are supported with reasons and those that are not.
 | TraceEvaluateArgumentClaimDistinguishing Evidence | ***CT***: Book 4, Lesson 11, p. 24 ***STW2***: p.166-169  |
| **CC.RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | * I will compare and contrast two authors’ presentation of the same event or topic.
 | CompareContrast MemoirBiography | ***STW*:** p. 169-171 ***CT***: Book 6, p. 2, Lesson 22 ***STW1***: p. 137 (T) ***GRW***: Appendix 34  |
| **Spelling** | **J – L 6**Silent consonants in Multisyllable Words**Spelling:** Words with *ie or ei* | * Decoding T41

**J – L 6 *Detailed Spelling Plan***T46-T47* Day 1: Teach the Principle/Pretest

**PB**: p.64* Day 2: Word Sort

**PB**: p. 65* Day 3: Word Families
* Day 4: Connect to Writing

**PB**: p. 66* Day 5: Assessment
 | T57 Weekly Decoding Test 6.6-6.7T47 Spelling Assessment  |
| Refer to FSPS Ongoing CCSS Grade 6 for CC.L.2b when teaching spelling.**CC.L.6.2b** Spell correctly.**Spelling Words:****(Basic)** brief, review, relieve, foreign, freight, yield, seize, field, fiery, conceited, grief, belief, beige, leisure, reign, receipt, neither, veil, deceive**(Review)** thief, view, niece, pier, height**(Challenge)** reprieve, wield, feign, conceive, retrieve |
| **Spelling Words:****(Basic)** fiber, barrier, rumor, acre, senior, razor, familiar, similar, superior, character, consider, solar, surrender, laser, regular, grammar, director, junior, scholar, particular**(Review)** calendar, weather, mayor, laugher, popular**(Challenge)** escalator, cursor, geyser, perpendicular, maneuver | **J – L 7**Schwa in Unstressed Syllables**Spelling:** Final / r/  | * Decoding T113

**J – L 7 *Detailed Spelling Plan***T118-T119* Day 1: Teach the Principle/Pretest

**PB**: p.76* Day 2: Word Sort

**PB**: p. 77* Day 3: Word Families
* Day 4: Connect to Writing

**PB**: p. 78* Day 5: Assessment
 | T129 Weekly Decoding Test 7.6-7.7T119 Spelling Assessment |
| **Grammar** | **J – L 11 (day 4** **spiral review)**Subjective Pronouns**AL**: pronoun, subject pronoun, object pronoun | ***Detailed Grammar Plan*****J – L 11** T46-T49* Day 1: Teach Subject Pronouns

Projectable 11.6 **PB**: p. 127-129 * Day 2: Teach Pronouns in Compounds

Projectable 11.7 p. 128 | **(OPTIONAL)**T55 Weekly Tests11.8-11.9 |
| **CC.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.****CC.L.6.1a** Ensure that pronouns are in the proper case (subjective, objective, possessive).**(The entire standard is not addressed in this *Journeys* lesson.)** | * I will use pronouns in the proper case.
 | PronounsProper caseSubjective | <http://languagearts.pppst.com/index.html>***MI******EE*** |

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| **Writing** | **Refer to *Journeys*****Lessons 21-25 (Opinion Structure)****Argumentative**\*brief notesText Types & Purposes**W.6.1**Research to Build & Present Knowledge**W.6.8****Argumentative** |
| **CC.W.6.1 Write arguments to support claims with clear reasons and relevant evidence** **CC. W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly. | * I will write an argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly.
 | ArgumentRelevant evidenceClaims | ***LC:*** Book 3, p. 71, Lesson, 6 p. 83, Lesson 7 ***NCL:*** p. 58-60 ***Teaching Argument Writing—*George Hillocks** <http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons> |
| **CC. W.6.1b** I will write an argument with clear reasons and relevant evidence, where I support claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic. | * I will write an argument with clear reasons and relevant evidence, where I support claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic.
 | ClaimsRelevant evidenceCredible | ***WBT***: p. 130-146***Teaching Argument Writing—*George Hillocks** <http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons> |
| **CC. W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | * I will write an argument with clear reasons and relevant evidence, where I use words, phrases, and clauses to clarify relationships among claims and reasons.
 | ClausesClarifyClaims | ***LC:*** Book 3, p.183, Lesson 15 ***Teaching Argument Writing—*George Hillocks** <http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons> |
| **CC. W.6.1d** Establish and maintain a formal style. | * I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style.
 | Argument Relevant evidenceFormal styleEstablish | ***LC:*** Book 3, p. 195, Lesson 16***Teaching Argument Writing—*George Hillocks** <http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons> |
| **CC.W.6.1e** Provide a concluding statement or section that follows from the argument presented. | * I will write an argument with clear reasons and relevant evidence, where I provide a concluding statement or section that flows from the presented argument.
 | ArgumentRelevant evidence Concluding statement | ***NCL*:** p. 102-103***NCL*:** Appendix R (T)***Teaching Argument Writing—*George Hillocks** <http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons> |
| **CC.W.6.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | * I will recall relevant information from experiences or gather relevant information from print and digital sources.
* I will summarize or paraphrase information in notes and finished work.
* I will provide a list of sources.
 | RelevantDigital SourcesSummarizeParaphrase | ***CT:*** Book 6, Lesson 22, pg. 2-13  |