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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | | | | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension** | | | | | | | **Comprehension/**  **Fluency**  **J – L 17**  **Skill:**  Fact and Opinion  **Strategy:**  Question  Infer/Predict  **Genre:**  Informational Text  **Essential Question:**  **What can we prove about china’s first emperor?** | **J – L 17 Read Aloud “Qin’s Brain: The Man Behind the Emperor”**T82-T83   * Projectable 17.1 (Model Oral Fluency) * CLLG: p. 73 * Target Vocabulary T83   **Main Selection “The Emperor’s Silent Army”** T90-T103   * CLLG: p.72 * Introduce: Fact and Opinion; Question T88-T89 * Projectable 17.2 (Fact and Opinion; Question) P**B**: p. 193 * Projectables 17.3a, 17.3b, 17.3c * Stop & Think T94, T101 * Deepen Comprehension: Analyze Facts and Opinions T108-T109 * Projectable 17.4 **PB**: p. 194   **AL:** fact, opinion, analyze  **Connect To “Ancient China Visual Arts”**  T104-T107   * **MC** : T107 CLLG: p. 73 | **(Optional)**  T126 Weekly Tests  17.4-17.6 |
| **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 idea  Conveyed  Summary  Judgments  Informational 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.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | * I will determine the author’s point of view and explain how it is conveyed through the text. | Point of view Conveyed | | | | ***CT*:** Book 5, p. 44, Lesson 20  ***STW*:** p. 169-171 |
| **Vocabulary** | | | | | | | **Targeted Vocabulary & Strategies**  **J – L 17**  **STRATEGY**:  Word Families  **WORD CARDS**:  Cards 161-170  **TARGET VOCABULARY:**  archaeologists, replicas, lustrous, elaborate, excavate, distinct, dignified, mythical, temperaments, precede | **J – L 17**  **Introduce Vocabulary**T84-T85  **Develop Background “Qin’s Brain” The Man Behind the Emperor”**  T82-T83  **“Introducing the Emperor”** T86-T87  **Vocabulary Strategies**  T112-T113 Word Families   * Projectable 17.5 (Word Families) * **PB**: p. 195   **AL:** word families, base word, word root | **(Optional)**  T126 Weekly Tests  Target Strategy  Word Families  17.2-17.3 |
| **CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  **CC.L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | * I will distinguish among connotations and denotations of words. | | Distinguish  Connotations  Denotations | | | <http://dictionary.reference.com/>  ***WTW***: p.253 & 265 (Greek and Latin roots)  ***BWL***  ***WJ***: Chapter 7 |
| **Spelling** | | | | | | | **J – L 20**  More Common Prefixes  **Spelling:**  Prefixes  *–dis-, ex-, inter-* | * Decoding T331   **J – L 20 *Detailed Spelling Plan***T336-T337   * Day 1**:** Teach the Principle/Pretest   **PB**: p. 232   * Day 2: Word Sort **PB**: p. 233 * Day 5: Assessment | T347 Weekly Decoding Test  20.6-20.7  T337 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:**  **(Basic)** disobey, interview, internet, international, exclaim, interact, disappoint, explosion, disapprove, disallow, disrespect, dissolve, distaste, interstate, dislike, interoffice, disappear, exchange, disconnect, export  **(Review)** disrupt, excite, dishonest, disturb, expected  **(Challenge)** exterminate, interrupt, intermediate, intercept, disproportion | | | | | | |
| **Grammar** | | | | | | | **Refer to J –L19,**  **J-L L 20**  Parts of Speech:  Prepositions | Teacher Selected Materials for Grammar Study  Refer to **J –L19, J-L L 20** for resources | |
| **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 correct subject-verb agreement. * I will be able to write sentences with correct subject-verb agreement. * I will be able to use regular and irregular verbs correctly. | | | | Recognize  Variations  Strategies  Expression Conventional language | <http://languagearts.pppst.com/index.html>  ***MI***  ***EE*** |
| **Writing** | | | | | | | **Refer to *Journeys***  **Lessons 21-25 (Opinion Structure)**  **Argumentative**  Refer to FSPS Writing Criteria E  Text Types & Purposes  **W.6.1** | | |
| **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. | | | Argument  Relevant evidence  Claims | | ***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. | | | Claims  Relevant evidence  Credible | | ***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. | | | Clauses  Clarify  Claims | | ***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 evidence  Formal style  Establish | | ***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. | | | Argument  Relevant 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> |

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| **COMMON CORE STATE STANDARDS** | | **OBJECTIVE** | | **ESSENTIAL VOCABULARY** | **RESOURCES** | | | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** | | |
| **Comprehension: Extended Text Study** (Integrate Author Study) | | | | | | | | Teacher Selected Materials for Extended Text Study  (Integrate Author Study)  **Conclusions**  **Visualize**  **Cause/Effect**  **Summarize**  **Text Structure**  **Analyze/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**  Research to Build & Present Knowledge  **W.6.9a**  **W.6.9b** | | | | | | | |
| **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. | | Conveyed  Portrayed  Summary  Theme  Central 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. | | Episodes  Plot  Resolution  Analyze  Elaborated  Anecdotes | ***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, Ch. 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. | | Compare  Contrast | ***STW1*:** p. 67-80  ***STW2*:** p. 307 | | |  | | | | |
| **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. | | Compare  Contrast  Genre  Theme | ***STW1*:** p. 67-80  ***STW2*:** p. 307  ***TDC*:** p. 143-146 (T) | | |
| **CC.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**  **CC. W.6.9a** Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts 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”). | | * I will use evidence from literature to support analysis, reflection, and research in my writing. | | Compare/contrast  Genres  Themes  Evidence  Analysis  Reflection | ***LC*** | | |
| **CC. W.6.9b** Apply grade 6 Reading standards to literary nonfiction (e.g., “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 use evidence from informational text to support analysis, reflection, and research in my writing. | | Nonfiction  Trace  Evaluate  Argument  Claims  Evidence  Informational | ***LC*** | | |
| **Spelling** | | | | | | | | **J – L 22**  Prefixes *ad-, ob-,*  *af-, ap-, and as-*  **Spelling:**  Words with Silent Letters | * Decoding T113   **J – L 22 *Detailed Spelling Plan***T118-T119   * Day 1**:** Teach the Principle/Pretest   **PB**: 256   * Day 2: Word Sort **PB**: 257 * Day 5: Assessment | | T129 Weekly Decoding Test  22.7-22.8  T119 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:**  **(Basic)** aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry  **(Review)** half, answer, wreath, comb, wrinkle  **(Challenge)** campaign, coup, solemn, yacht, pneumonia | | | | | | | |
| Choose spelling words appropriately from the sort. | | | | | | | | Greek and Latin Number  **Spelling:**  Prefixes  *(mono-, bi-, tri-)* | Choose appropriately from the lessons.  ***WTW* (DC) - Sort 20** | | | |
| Choose spelling words appropriately from the sort. | | | | | | | | Greek and Latin Elements  **Spelling:**  (Size) *(micro-, mega-super-, hyper)* | Choose appropriately from the lessons.  **WTW (DC) – Sort 21** | | | |
| **Grammar** | | | | | | | | Nonrestrictive/ Parenthetical Elements | Teacher Selected Materials for Grammar Study | | | |
| **CC.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **CC.L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | * I will use punctuation to set off nonrestrictive elements. | | Punctuation  Nonrestrictive/  Parenthetical  Elements  Commas | | | <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>  ***MI***  ***TP*** | |
| **J – L 29**  Commas: Nonrestrictive/ Parenthetical Elements | **J – L 29 *Detailed Grammar Plan***  T174-T175   * Day 1: Commas in Longer Sentences   Projectable 29.6 **PB**: p. 331   * Day 2: Other Uses For Commas   Projectable 29.7 **PB**: p. 332   * Day 3: Commas With Nouns in Direct Address **PB**: p. 333 * Day 4: Spiral Review Making Comparisons: Adjectives **PB:** p. 334 | | | **(OPTIONAL)**  T181 Weekly Tests  29.10-29.11 |
| **Writing** | | | | | | | | **Refer to *Journeys***  **Lessons 1-5, 12, 14-15**  **Reflective Narrative**  \*story starters  Refer to FSPS Writing Criteria A,B  Text Types & Purposes  **W.6.3**  Production/Distribution  **W.6.5**  **W.6.6**  **L.6.1d**  **L.6.3b** | | | | |
| **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 Dialogue  Pacing | | | | ***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. | | Variety  Transition  Clauses  Convey  Sequence | | | | ***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. | | Revising  Editing  Conventions  Command | | | | ***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. | | Collaborate  Sufficient  Command | | | | 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.6.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **CC.L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | * I will identify and correct vague pronouns. | | Vague pronouns Ambiguous | | | | <http://languagearts.pppst.com/index.html>  ***MI***  ***EE*** |  | | | | |
| **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. | | Consistent  Style  Tone | | | | <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** | **OBJECTIVES** | | | **ESSENTIAL VOCABULARY** | | | | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension: Research Connections** | | | | | | | | | Teacher Selected Materials for Research Connections.  **Compare/Contrast**  **Question**  **Text Structure**  **Visualize** | | |
| * 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.6.3**  Craft & Structure  **RI.6.5**  Integration of Knowledge & Ideas  **RI.6.8**  **RI.6.9**  Research to Build & Present Knowledge  **W.6.9b** | | | | | | | | |
| **CC.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | * I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text. | | Analyze  Elaborate Informational text | | | ***STW2*:** p. 171-178; p. 21  ***STW1*:** p. 117-121 | | |
| **CC.RI.6.5** 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. | * I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text and contributes to the development of the task. | | Analyze  Structure  Contributes | | | ***GRW***: p. 402-404 (T) | | |
| **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. | | Trace  Evaluate  Argument  Claim  Distinguishing  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. | | Compare  Contrast  Memoir  Biography | | | ***STW*:** p. 169-171  ***CT***: Book 6, p. 2, Lesson 22  ***STW1***: p. 137 (T)  ***GRW***: Appendix 34 | | |
| **CC. W.6.9b** Apply grade 6 Reading standards to literary nonfiction (e.g., “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 use evidence from informational text to support analysis, reflection, and research in my writing. | | Nonfiction  Trace  Evaluate  Argument  Claims  Evidence  Informational | | | ***LC*** | | |
| **Spelling** | | | | | | | | | Greek Roots  **Spelling:**  Root Words  *-auto-, -bio-, -geo-*  *-graph-, -meter-,*  *-peri-, -phon-, -photo-, -tele-* | Choose appropriately from the lessons.  **WTW (DC) – Sort 22** | |
| Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling.  **CC.L.6.2b** Spell correctly.  Choose spelling words appropriately from the sort. | | | | | | | | |
| **Grammar** | | | | | | | | | Parentheses: Nonrestrictive/ Parenthetical Elements | Teacher Selected Materials for Grammar Study | |
| **CC.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **CC.L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | * I will use punctuation to set off nonrestrictive elements. | Punctuation  Nonrestrictive/  Parenthetical  Elements | | | | | <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>  ***MI***  ***TP*** |
| **Writing** | | | | | | | | | **Refer to *Journeys***  **Lessons 16-18**  **Analytical Inform/Explain**  \*short research writing product  \*compare & contrast paragraph  Refer to FSPS Writing Criteria C  Text Types & Purposes  **W.6.2**  Research to Build & Present Knowledge  **W.6.7**  **W.6.8** | | |
| **CC.W.6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**  **CC.W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | | * I will write an informative piece, which examines a topic and conveys ideas, where I introduce a topic, organize ideas with appropriate structure, and include formatting, graphics and multimedia when useful. | | | Classification  Cause/effect  Formatting  Multimedia | | ***NCL:*** p. 59-60  ***NCL:*** p. 62  ***NCL:*** p. 76  ***NCL:*** p. 86  ***NCL:*** p. 94 (6)  ***NCL:*** p. 95, Lesson  Appendix P (T)  ***Is That a Fact*:**  p. 52 (T) | |
| **CC.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | * I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic. | | | Relevant facts  Concrete details  Informative piece  Conveys | | ***NCL:*** p. 91  ***NCL:*** p. 99  ***NCL:*** p. 101 | |
| **CC.W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. | | * I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. | | | Informative piece  Conveys  Clarify  Transitions | | ***NCL:*** p. 93 | |
| **CC.W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | * I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic. | | | Informative piece  Conveys  Precise  Domain-specific  Inform  Explain | | ***NCL:*** p. 96, 97 | |
| **CC. W.6.2e** Establish and maintain a formal style. | | * I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. | | | Informative piece  Conveys  Formal style | | ***Is That a Fact?*** | |
| **CC.W.6.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented. | | * I will write an informative piece, which examines a topic and conveys ideas, where I provide a supportive concluding statement or section for the information or explanation presented. | | | Concluding statement  Informative piece  Convey | | ***Is That a Fact?*** | |
| **CC. W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | * I will conduct short research projects that use several sources to answer a specific question. | | | Inquiry | | ***LC:*** pg. 161-165 | | 20 great research sites  <http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/> (T)  Squidoo <http://www.squidoo.com/k12interactiveresearch> (T)  NetTracker <http://www.nettrekker.com/us>  <http://www.fortsmithlibrary.org/>  Squidoo <http://www.squidoo.com/k12interactiveresearch> (T) | | |
| **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. | | | Relevant  Digital Sources  Summarize  Paraphrase | | ***CT:*** Book 6, Lesson 22, pg. 2-13 | |

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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | | | | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | | **ASSESSMENTS** |
| **Comprehension** | | | | | | | **Comprehension/**  **Fluency**  **J – L 18**  **Skill:**  Sequence of Events  Point of View  **Strategy:**  Infer/Predict  Theme  **Genre**: Myth  **Essential Question:**  **How can a mythic hero defeat a monster?** | **J – L 18 Read Aloud**  **“The Flight of Icarus”**T156-T157   * Projectable 18.1 (Model Oral Fluency) * CLLG: p. 75 Target Vocabulary T157   **Main Selection “The Hero and the Minotaur”** T164-T177   * CLLG: p. 74 * Introduce: Story Structure; Infer/Predict T162-T163 * Projectable 18.2 **PB**: p. 205 * Projectables 18.3a, 18.3b, 18.3c * Stop and Think T167, T175 * Deepen Comprehension: T182-T183 * Projectable 18.4 **PB**: p. 206   **AL:** fact, opinion,story element  **Connect To “The Amazing Algorithm”**  T178-T180 **MC**: T181 CLLG: p. 75 | | **(OPTIONAL)**  T200 Weekly Tests  18.9-18.10 |
| **CC.RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | * I will analyze how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze  Scene  Theme  Plot | | | | ***GRW*:** p. 444 (T)  ***GRW*:** p. 410-422  ***WP*:** p. 35-36 (T)  ***GRW*:** p. 445-446 (T) |
| **CC.RL.6.6** **Explain how an author develops the point of view of the narrator or speaker in a text.** | * I will explain point of view. | Explain  Point of view  Narrator  Speaker | | | | **Pinterest**: <http://www.pinterest.com/slrickett/point-of-view/>  **Web**: <http://literarydevices.net/point-of-view/>  **Brainpop:** <http://www.brainpop.com/english/writing/pointofview/preview.weml> |
| **Vocabulary** | | | | | | | **Targeted Vocabulary & Strategies**  **J – L 18**  **STRATEGY**:  Suffixes  –ful, -less, -ly, -ness,  -ment, -ship  **WORD CARDS:**  Cards 171-180  **TARGET VOCABULARY:**  steadfast, rash, bitterly, unravels, labyrinth, fury, embrace, abandon, massive, somber | **J – L 18 Introduce Vocabulary**  T158-T159  **Develop Background “The Flight of Icarus”** T156-T157  **“What is Greek Mythology?”** T160-T161  **Vocabulary Strategies** T186-T187  Suffixes: –ful –less, -ly, -ness, -ment, -ship   * Projectable 18.5 (Suffixes: -ful, -less, -ly,   -ness, -ment, -ship   * **PB**: p. 207   **AL:** suffix, base word | **(OPTIONAL)**  T200 Weekly Test  Target Strategy  Suffixes: -ful,  -less, -ly,  -ness,  -ment, -ship  18.2-18.8 | |
| **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. | | Greek  Latin  Affixes  Roots | | | <http://dictionary.reference.com/>  ***WTW***: p.253 & 265 (Greek and Latin roots)  ***BWL***  ***WJ***: Chapter 7 |
| **Spelling** | | | | | | | Latin Roots  **Spelling:**  Root Words  *(-spect-, -port-)* | Choose appropriately from the lessons.  ***WTW* (DC)- Sort 24** | | |
| Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling.  **CC.L.6.2b** Spell correctly.  Choose spelling words appropriately from the sort. | | | | | | |
| **Grammar** | | | | | | | Dashes:  Nonrestrictive/ Parenthetical Elements | Teacher Selected Materials for Grammar Study | | |
| **CC.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **CC.L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | * I will use punctuation to set off nonrestrictive elements. | | Punctuation  Nonrestrictive/  Parenthetical  Elements | | <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>  ***MI***  ***TP*** | |
| **Writing** | | | | | | | **Refer to *Journeys***  **Lessons 16-18**  **Analytical Inform/Explain**  \*short research writing product  \*compare & contrast paragraph  Refer to FSPS Writing Criteria C  Text Types & Purposes  **W.6.2**  Research to Build & Present Knowledge  **W.6.7**  **W.6.8** | | | |
| **CC.W.6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**  **CC.W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | * I will write an informative piece, which examines a topic and conveys ideas, where I introduce a topic, organize ideas with appropriate structure, and include formatting, graphics and multimedia when useful. | Classification  Cause/effect  Formatting  Multimedia | | ***NCL:*** p. 59-60  ***NCL:*** p. 62  ***NCL:*** p. 76  ***NCL:*** p. 86  ***NCL:*** p. 94 (6)  ***NCL:*** p. 95, Lesson  Appendix P (T)  ***Is That a Fact*:**  p. 52 (T) | | |
| **CC.W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | * I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic. | Relevant facts  Concrete details  Informative piece  Conveys | | ***NCL:*** p. 91  ***NCL:*** p. 99  ***NCL:*** p. 101 | | |
| **CC.W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. | * I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. | Informative piece  Conveys  Clarify  Transitions | | ***NCL:*** p. 93 | | |
| **CC.W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | * I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic. | Informative piece  Conveys  Precise  Domain-specific  Inform  Explain | | ***NCL:*** p. 96, 97 | | |
| **CC. W.6.2e** Establish and maintain a formal style. | * I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. | Informative piece  Conveys  Formal style | | ***Is That a Fact?*** | | |
| **CC.W.6.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented. | * I will write an informative piece, which examines a topic and conveys ideas, where I provide a supportive concluding statement or section for the information or explanation presented. | Concluding statement  Informative piece  Convey | | ***Is That a Fact?*** | | |
| **CC. W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | * I will conduct short research projects that use several sources to answer a specific question. | Inquiry | | ***LC:*** pg. 161-165 | | | 20 great research sites  <http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/> (T)  Squidoo <http://www.squidoo.com/k12interactiveresearch> (T)  NetTracker <http://www.nettrekker.com/us>  <http://www.fortsmithlibrary.org/>  Squidoo <http://www.squidoo.com/k12interactiveresearch> (T) | | | |
| **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. | Relevant  Digital Sources  Summarize  Paraphrase | | ***CT:*** Book 6, Lesson 22, pg. 2-13 | | |