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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | | **ASSESSMENTS** |
| **Comprehension: Extended Text Study** | | | | Teacher Selected Materials for Extended Text Study  **Text & Graphic Features**  **Question**  **Sequence of Events**  **Analyze/Evaluate**  **Cause/Effect**  **Analyze/ Summarize** | | | |
| * 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  **RI.6.3**  Craft & Structure  **RI.6.6**  Integration of Knowledge & Ideas  **RI.6.7**  **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.6.6** 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 |
| **CC.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | * I will utilize media or graphics to develop a coherent understanding of a topic. | Integrate  Quantitatively  Utilize  Coherent | ***GRW***: p.403 (T)  ***STW1*:** p. 117-121 (T)  ***CT***: p. 69, Lesson 10 |
| **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** | | | | Latin Roots  **Spelling:**  Root Words  *(-gress-, -rupt-, -act-,-mot-)* | | Choose appropriately from the lessons.  **WTW (DC)- Sort 26** | |
| 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. | | | |
| Choose spelling words appropriately from the sort. | | | | Latin Roots  **Spelling:**  Root Words  (-fract-,-flect-/-flex -ject-, mis-/-mit-) | | Choose appropriately from the lessons.  **WTW (DC)- Sort 27** | |
| Choose spelling words appropriately from the sort. | | | | Latin Roots  **Spelling:**  Root Words  (-man-, -scrib-, script-, -cred-, -fac-) | | Choose appropriately from the lessons.  **WTW (DC)- Sort 28** | |
| **Grammar** | | | | Sentences for Meaning & Reader/Listener | | Teacher Selected Materials for Grammar Study | |
| **CC. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**  **CC. L.6.3a** Vary sentence patterns for meaning, reader/ listener interest, and style. | * I will vary sentence patterns for interest and style. | Vary | <http://www.languagearts.pppst.com/sentencevariety.html>  ***TAW*:** p.62-72 (revision) (T)  ***CL***  ***NCL***  ***MI***  ***LC*:** Book 6, p. 175 & 187, Lesson 13 & 14 |
| Sentences for  Style | | Teacher Selected Materials for Grammar Study | |
| **Writing** | | | | ***Refer to Journeys***  ***Lessons 16-18 Lesson 18: Cause/Effect***  **Analytical Inform/Explain**  **\*** cause and effect paragraph  Refer to FSPS Writing Criteria C | | | |
| **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 | Text Types & Purposes  **W.6.2**  Production/Distribution  **W.6.5**  **W.6.6**  **L.6.3a**  **L.6.4c** | | | |
| **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.6.5** 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.6.3a**  Vary sentence patterns for meaning, reader/listener interest, and style. | * I will vary sentence patterns. * I will write for interest and style. | Sentence patterns  Interest  Style | <http://www.writingwithclarity.com/2011/07/make-writing-more-lively-and-effective-vary-your-sentence-patterns/> |
| **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.6.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | * I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word. | Consult  Digital  Pronunciation  Clarify  Precise | <http://dictionary.reference.com/>  ***WTW***: p.253 & 265 (Greek and Latin roots)  ***BWL***  ***WJ***: Chapter 7 |

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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 Connections.  **Key Details**  **Describing**  **Compare/Contrast**  **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**  Craft & Structure  **RI.6.5**  Integration of Knowledge & Ideas  **RI.6.8**  Research to Build & Present Knowledge  **W.6.9b** | | | | |
| **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.6.5** 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. 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 and Latin Elements  **Spelling:**  Government  *(-crat/-cracy, -archy/-arch-)* | Choose appropriately from the lessons.  **WTW (DC) - Sort 31** | |
| 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** | | | | | Consistency in Style & Tone | Teacher Selected Materials for Grammar Study | |
| **CC. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**  **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> |
| **CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  **CC.L.6.5a** Interpret figures of speech (e.g., personification) in context. | * I will interpret figures of speech in context. | Interpret  Personification  Figures of speech | | <http://www.readwritethink.org/>  <http://www.readworks.org/>  ***GRW*** (figurative language)  ***WP***: p. 45 (figurative language)  ***LC:*** Book 6, p. 175, Lesson 13 | Figure of Speech: Personification | Teacher Selected Materials for Grammar Study | |
| **Writing** | | | | | **Refer to *Journeys***  **Lessons 21-25 (Opinion Structure)**  **Argumentative**  \*short research writing product  Refer to FSPS Writing Criteria E  Text Types & Purposes  **W.6.1**  Research to Build & Present Knowledge  **W.6.7**  **W.6.8**  . | | |
| **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> |
| **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**  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | * I will gather information from multiple sources (print and digital) and assess credibility of those sources. * I will quote or paraphrase information found for my finished work. * I will provide basic bibliographic information for my sources. | Relevant  Credibility  Quote  Paraphrase  Plagiarism  Bibliographic | | ***CT***: Book 6, pg. 2-13, Lesson 22 |

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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension** | | | | **Comprehension/**  **Fluency**  **J – L 20**  **Skill:**  Main Idea and Details  Sequence  **Strategy:**  Visualize  Key Details  **Genre:**  Informational Text  **Essential Question:**  **What important details do we know about Pompeii?** | **J – L 20 Read Aloud**  **“Vesuvius: Tales From an Eyewitness”**  T304-T305   * Projectable 20.1 (Read Aloud: Model Oral Fluency) * CLLG: p. 79 Target Vocabulary T305   **Main Selection “Bodies from the Ash”**  (1140 L) T312-T323   * CLLG: p. 78 * Introduce: Main Ideas and Details; Visualize T310-T311 * Projectable 20. **PB**: p. 229 * Projectable 20.3a, 20. * Stop & Think T316, T322 * Deepen Comprehension: Main Idea and Details T328-T329 * Projectable 20. **PB**: p. 230   **AL:** visualize,main ideas, supporting details  **Connect To “Since Vesuvius”** T324-T327   * **MC**: T237 CLLG: p. 79 | **(OPTIONAL)**  T346 Weekly Tests  20.4-20.5 |
| **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.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, paragraph, chapter, 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.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 |
| **Vocabulary** | | | | **Targeted Vocabulary & Strategies**  **J – L 20**  **STRATEGY**:  Prefixes: un-, re-, in-, im-, ir-, il-  **WORD CARDS:**  Cards 191-200  **TARGET VOCABULARY:**  unaffected, dormant, subjected, salvage, outlying, opulent, tremors, imprints, luxurious, meager | **J – L 20**  **Introduce Vocabulary** T306-T307  **Develop Background “Vesuvius: Tales from an Eyewitness”** T304-T305  **“The City of Pompeii”** T308-T309  **Vocabulary Strategies** T332-T333  Prefixes: un-, re-, in-, im-, ir-, il-   * Projectable 20.5 (Prefixes: un-, re-, in-, im-, ir-, il-) **PB**: p. 231   **AL:** prefix | **(OPTIONAL)**  T346 Weekly Tests  20.2-20.3 |
| **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. | * I will use context clues to figure out the meaning of words and phrases. | Context clues  Function | <http://dictionary.reference.com/>  ***WTW***: p.253 & 265 (Greek and Latin roots)  ***BWL***  ***WJ***: Chapter 7 |
| **Spelling** | | | | Greek and Latin Roots  **Spelling:**  Root Words  *(-onym-, -gen-)* | Choose appropriately from the lessons.  **WTW (DC) - Sort 34** | |
| 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** | | | | Review Pronouns in the Proper Case | Teacher Selected Materials for Grammar Study | |
| **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). | * I will use pronouns in the proper case. | Pronouns  Proper case | <http://languagearts.pppst.com/index.html>  ***MI***  ***EE*** |
| **Writing** | | | | **Review & Analyze Writing Prompts and Purpose**  Production/Distribution  **W.6.5**  **W.6.6** | | |
| **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) |