

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 1 Reading			Module 1 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Narrative			FSPS WRITING FOCUS: Narrative				
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas							
W-1 Aug. 17-21	Rules and Routines/Pre-Assessment Suggested Read-Aloud Teacher Selected Read-Aloud			Rules and Routines/Pre-Assessment Suggested Skills Refer to <i>Journeys</i> Lessons 1 & 2 VCV Syllable Pattern Short Vowels			
W-2 Aug. 24-28	Key Ideas & Details <u>RL.6.2</u> <u>RL.6.3</u> <u>L.6.4a</u>	Author's Purpose Infer/Predict	J - L 2 "Knots in My Yo-yo String" (Autobiography-930L)	Refer to <i>Journeys</i> Lessons 1 & 2 Review of Sentence Structure: Parts of Speech <u>L.6.1</u>	Refer to <i>Journeys</i> Lessons 1 & 2 VCCV Syllable Pattern Review VCV Syllable Review Short/ Long Vowels	Text Types & Purposes <u>W.6.3</u> <u>L.6.3a</u>	Refer to <i>Journeys</i> Lessons 1-5, 12, 14-15 Narrative
W-3 Aug. 31- Sept. 4 W-4 Sept. 7-11 W-5 Sept. 14-18	Key Ideas & Details <u>RL.6.2</u> <u>RL.6.3</u> Integration of Knowledge & Ideas <u>RL.6.7</u> <u>RL.6.9</u>	Story Structure Summarize Sequence of Events Drawing Conclusions Recount Evaluate	Extended Text Study	J - L 3 Review of Sentence Structure: Subjects & Predicates <u>L.6.1</u> Refer to <i>Journeys</i> Lessons 11 (day 3), 13 & 16 Linking Verbs & Verb Tenses <u>L.6.1</u>	J - L 3 Stressed and Unstressed Syllables Vowel Sounds: /ou/, /ōō/, /ō/, /oi/ J - L 4 VCCCV Syllable Pattern Vowel + /r/ Sounds J - L 5 Homophones Homophones	Text Types & Purposes <u>W.6.3</u> Production/ Distribution <u>W.6.5</u> <u>W.6.6</u> <u>L.6.3b</u>	Refer to <i>Journeys</i> Lessons 1-5, 12, 14-15 Narrative Refer to FSPS Writing Criteria A,B
W-6 Sept. 21-25 W-7 Sept. 28- Oct. 2	Key Ideas & Details <u>RI.6.2</u> Integration of Knowledge & Ideas <u>RI.6.8</u> <u>RI.6.9</u>	Main Idea & Details Comparison Author's Purpose Drawing Conclusions	Research Connections	J - L 11 (day 4 spiral) Subjective Pronouns <u>L.6.1a</u>	J - L 6 Silent Consonants in Multisyllable Words Words with <i>ie</i> and <i>ei</i> J - L 7 Schwa in Unstressed Syllables Final /əɹ/	Text Types & Purposes <u>W.6.1</u> Research to Build & Present Knowledge <u>W.6.8</u>	Refer to <i>Journeys</i> Lessons 21-25 (Opinion Structure) Argumentative *brief notes Refer to FSPS Writing Criteria E

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.6.4, RL.6.5 and RL.6.6**.
- Integration of **CCSS RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, W.6.2 and W.6.9a,b** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (**Bold** standards are not listed on Module 1 of the Year at a Glance)

Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.6.1 RL.6.5 RL.6.6 RL.6.10	RI.6.1 RI.6.3 RI.6.5 RI.6.6 RI.6.7 RI.6.10		SL.6.1-SL.6.6	
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6
Word Study					L.6.1-L.6.6 (some in grammar)
Writing			W.6.2,W.6.4- W.6.7,W.6.9a,b-W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6

Module 1 Essential Vocabulary

These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.

Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Autobiography	Theme Central Idea Plot Drama	Main Idea Summarize	Chapter Title	Cross-section/ Cutaway	Scene Stage Directions	Narrative Essays Argumentative Brief Notes	Select Multiple Select

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 Reading			Module 2 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Informational (Inform) and Integrate Poetry				TLI WRITING FOCUS: Informational: History/Social Studies			
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</i>							
W-1 Oct. 5-9	Key Ideas & Details RL.6.3 Craft and Structure RL.6.5 L.6.5a	Understanding Characters Infer/Predict	J - L 15 "Team Moon" (Narrative Nonfiction 880L)	Objective Pronouns L.6.1a	J - L 8 Common Final Syllables Final /əʃn/, /əʃl/, and /əʃr/	Text Types & Purposes W.6.1	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E
END OF FIRST QUARTER October 15, 2015							
W-2 Oct. 12-16 W-3 Oct. 19-23 W-4 Oct. 26-30	Craft and Structure RL.6.5 RL.6.6 RI.6.5 RI.6.6 Integration of Knowledge & Ideas RL.6.9 RI.6.9 Research to Build & Present Knowledge W.6.9a W.6.9b	Text Structure Describing Details Point of View Summarize Authors Purpose Visualize	Extended Text Study (Integrate Poetry)	Possessive Pronouns L.6.1a Shifts in Pronoun Number & Person L.6.1c	J - L 12 Recognizing Common Prefixes Prefixes <i>in-, im-, ir-, il-</i> J - L 13 Consonant Alternations More Words with -ion J - L 15 Common Final Syllables Final /tɪz/, /tɪv/, /tɪj/	Text Types & Purposes W.6.2 Production/Distribution W.6.5 W.6.6 L.6.4c	Refer to Journeys Lessons 16-18 Inform/Explain *descriptive paragraph Refer to FSPS Writing Criteria C

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 Reading			Module 2 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
W-5 Nov. 2-6 W-6 Nov. 9-13	Key Ideas & Details RI.6.2 RI.6.3 Integration of Knowledge & Ideas <u>RI.6.7</u> RI.6.8 Research to Build & Present Knowledge W.6.9b	Text & Graphic Features Summarize Key Ideas & Details Question	Research Connections	J - L 17 Intensive Pronouns L.6.1b Vague Pronouns L.6.1d	J - L 16 Comparing Related Words Suffixes <i>-ent</i> or <i>-ant</i>	Text Types & Purposes W.6.2 Research to Build & Present Knowledge <u>W.6.7</u> W.6.8	Refer to Journeys Lessons 16-18 Inform/ Explain *short research writing product Refer to FSPS Writing Criteria C
W-7 Nov. 16-20 W-8 Nov. 23-24	Craft and Structure <u>RL.6.6</u> RI.6.6 L.6.5b	Main Idea & Details Visualize Point of View Craft & Structure	J - L 16 "The Real Vikings: Craftsmen, Traders, and Fearsome Raiders" (Informational Text 1140L) & Teacher Selected Read-Aloud (Point of View)	J - L 18 Parts of Speech: Adjectives & Adverbs L.6.1	J - L 17 More Common Suffixes Suffixes: <i>-able -ible, -ate</i>	Text Types & Purposes W.6.1	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E
Nov. 26-28	THANKSGIVING RECESS						

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RI.6.4**.
- Integration of **CCSS RL.6.2, RL.6.4, RL.6.7, and W.6.3** should occur during independent reading, writing and response to text during this Module.
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 2 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.6.1 RL.6.2 RL.6.7 RL.6.10	RI.6.1 RI.6.10		SL.6.1-SL.6.6	
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)
Word Study					L.6.1-L.6.6 (some in grammar)
Writing			W.6.3-W.6.4, W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6

Module 2 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genre	Technology Terms
Narrative Nonfiction Poetry Informational Text	Summary Narrator Speaker Point of View	Arguments Claims Reasons Evidence	Pronunciation Guide	Timeline	Section Stanza Meter	Inform Explain Descriptive- Paragraph	Drag (Drag & Drop) Drop Down Menu

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 3 Reading			Module 3 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Author Study			FSPS WRITING FOCUS: Reflective Narrative (Story Starters)				
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase</i>							
W-1 Nov. 30- Dec. 4	Key Ideas & Details RI.6.2 Craft & Structure RI.6.6 L.6.5c	Fact and Opinion Infer/ Predict	J – L 17 "The Emperor's Silent Army" (Informational Text 1030L)	Refer to Journeys Lessons 19 & 20 Parts of Speech: Prepositions L.6.1	J – L 20 More Common Prefixes Prefixes <i>dis-</i> , <i>ex-</i> , <i>inter-</i>	Text Types & Purposes W.6.1	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E
W-2 Dec. 7-11 W-3 Dec. 14- 18 W-4 Jan. 4-8	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	Conclusions Visualize Cause/Effect Summarize Text Structure Analyze/Evaluate	Extended Text Study (Integrate Author Study)	Nonrestrictive/ Parenthetical Elements L.6.2a J – L 29 Commas: Nonrestrictive/ Parenthetical Elements L.6.2a	J – L 22 The Prefixes <i>ad-</i> , <i>ob-</i> , <i>af-</i> , <i>ap-</i> , <i>as-</i> Words - Silent Letters WTW (DC) – Sort 20 Greek/ Latin Number Prefixes (<i>mono-</i>, <i>bi-</i>, <i>tri-</i>) WTW (DC) – Sort 21 Greek/Latin Elements Size (<i>micro-</i>, <i>mega-</i>)	Text Types & Purposes W.6.3 Production/ Distribution W.6.5 W.6.6 L.6.1d L.6.3b	Refer to Journeys Lessons 1-5, 12, 14-15 Reflective Narrative *story starters Refer to FSPS Writing Criteria A,B
END OF SECOND QUARTER December 17, 2015				WINTER RECESS Dec. 21- Jan. 1			
W-5 Jan. 11- 15 W-6 Jan. 18-22	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	Compare/Contrast Question Text Structure Visualize	Research Connections	Parentheses: Nonrestrictive/ Parenthetical Elements L.6.2a	WTW (DC) – Sort 22 Greek Roots Root Words (<i>-auto-</i>, <i>bio-</i>, <i>-geo-</i>, <i>-graph-</i>, <i>meter-</i>, <i>-peri-</i>, <i>-phon-</i>, <i>photo-</i>, <i>-tele-</i>)	Text Types & Purposes W.6.2 Research to Build & Present Knowledge W.6.7 W.6.8	Refer to Journeys Lessons 16-18 Analytical Inform/Explain *short research writing product *compare & contrast paragraph
W-7 Jan. 25- 29	Craft & Structure RL.6.5 RL.6.6 L.6.4b	Point of View Theme	J – L 18 "The Hero and the Minotaur" (Myth 990L)	Dashes Nonrestrictive/ Parenthetical Elements L.6.2a	WTW (DC) – Sort 24 Latin Roots Root Words (<i>-spect-</i>, <i>-port-</i>)		Refer to FSPS Writing Criteria C

Refer to *FSPS Elementary Literacy MOODLE* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.6.4**.
- Integration of **CCSS RI.6.4** and **RI.6.7** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (***Bold*** standards are not listed on Module 3 of the Year at a Glance)

Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.6.1 RL.6.10	RI.6.1 RI.6.10		SL.6.1-SL.6.6	
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)
Word Study					L.6.1-L.6.6 (some in grammar)
Writing			W.6.4,W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6

Module 3 Essential Vocabulary

These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.

Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Myth Informational	Compare/Contrast Genre	Integrate Information Media/Format	Subheading Footnote	Graph	Chronology	Reflective Narrative Personal Narrative Story Starter Analytical Compare and Contrast Paragraph	Complete Write Enter

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 4 Reading			Module 4 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Science/Technical Text and/or Series of Historical Events				FSPS WRITING FOCUS: Analytical Inform/Explain			
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</i>							
W-1 Feb. 1-5 W-2 Feb. 8-12 W-3 Feb. 15-19	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	Text & Graphic Features Question Sequence of Events Analyze/Evaluate Cause/Effect Analyze/Summarize	Extended Text Study	Sentences for Meaning & Reader/Listener L.6.3a Sentences for Style L.6.3a	WTW (DC) – Sort 26 Latin Roots Root Words (-gress-, -rupt-, -tract-, -mot-) WTW (DC) – Sort 27 Latin Roots Root Words (-fract-, -flect-/flex -ject-, -mis-/mit-) WTW (DC) – Sort 28 Latin Roots Root Words (-man-, -scrib-, -script-, -cred-, -fac-)	Text Types & Purposes W.6.2 Production/Distribution W.6.5 W.6.6 L.6.3a L.6.4c	Refer to Journeys Lessons 16-18 Lesson 18: Cause/Effect Analytical Inform/Explain *cause and effect paragraph Refer to FSPS Writing Criteria C
W-4 Feb. 22-26 W-5 Feb. 29-Mar. 4	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	Key Details Describing Compare/Contrast Drawing Conclusions	Research Connections	Consistency in Style & Tone L.6.3b Figure of Speech: Personification L.6.5a	WTW (DC) – Sort 31 Greek and Latin Elements Government (-crat/-cracy, -archy/-arch-)	Text Types & Purposes W.6.1 Research to Build & Present Knowledge W.6.7 W.6.8	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative *short research writing product Refer to FSPS Writing Criteria E

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

W-6 Mar. 7-11 W-7 Mar. 14-18	Craft & Structure RL.6.5 RI.6.5 Integration of Knowledge & Ideas <u>RL.6.7</u> L.6.4a	Sequence Key Details	J – L 20 “Bodies from the Ash” (Informational Text 1140L)	Review Pronouns in the Proper Case L.6.1a	WTW (DC) – Sort 34 Greek/ Latin Roots Root Words (-onym-, -gen-)	Production/Distribution W.6.5 W.6.6	Review & Analyze Writing Prompts and Purpose
END OF THIRD QUARTER March 11, 2016				SPRING RECESS March 21-25, 2015			

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.6.4**.
- Integration of **CCSS RL.6.2, RL.6.3, RL.6.4, RL.6.6, RL.6.9, W.6.3** and **W.6.9a** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 4 of the Year at a Glance)							
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards		
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.6.1 RL.6.2 RL.6.3 RL.6.6 RL.6.9 RL.6.10	RI.6.1 RI.6.10		SL.6.1-SL.6.6			
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)		
Word Study					L.6.1-L.6.6 (some in grammar)		
Writing			W.6.3- W.6.4,W.6.9a-- W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6 (Only listed in review weeks in Writing)		
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6		
Module 4 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Informational Text	Overall Structure Development of Theme, Setting, or Plot	Key Individual, Event, or Idea	Page Format	Table	Plot	Analytical Writing Writing Prompts Cause/Effect	Show Explain Plot

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 5 Reading			Module 5 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Technical Procedure			FSPS WRITING FOCUS: Story Starters, Inform:Instruct				
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</i>							
State Assessment 6 th Grade WINDOW		<i>Module 5 is designed for 4 weeks of direct instruction and 1 week for State Assessments. Weeks are dependent upon assessment scheduling. Individual schools and teachers have flexibility to adjust these weeks accordingly.</i>					
W-1 Mar. 28- Apr. 1 W-2 Apr. 4-8	Key Ideas & Details RL.6.2 RI.6.2 Craft and Structure RL.6.6 RI.6.6 Integration of Knowledge & Ideas RL.6.9 RI.6.9	Authors Purpose Compare/ Contrast Main Ideas & Details Monitor & Clarify	J - L 22 "First to Fly" (Narrative Nonfiction 980L) & Teacher Selected Read-Aloud	Review Punctuation L.6.2a	WTW (DC) – Sort 39 Prefixes Prefixes (<i>intra-, inter-,intro-</i>)	Text Types & Purposes W.6.3 Production/ Distribution W.6.5 W.6.6 L.6.4c	Refer to <i>Journeys</i> Lessons 1-5, 12, 14-15 Narrative Refer to FSPS Writing Criteria A,B
W-3 Apr. 11-15	Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.						
W-4 Apr. 18-22 W-5 April 25-29	Key Ideas & Details RI.6.3 Craft & Structure RI.6.6 Integration of Knowledge & Ideas RI.6.7	Cause and Effect Summarize Main Idea Compare/ Contrast	Teacher Selected Read-Aloud (Series of Historical Events/ Scientific Ideas/ Technical Procedure)	Relationship Between Words L.6.5b	WTW (DC) – Sort 42 Latin Roots Root Words (<i>-duce/-duct-, -ced-/ -cess-/ -ceed</i>)	Text Types & Purposes W.6.2 Production/ Distribution W.6.5 W.6.6	Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.6.3, RL.6.5 and RL.6.7**.
- Integration of **CCSS RI.6.2, RI.6.5, RI.6.8, RI.6.9, W.6.1 and W.6.9a,b** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 5 of the Week at a Glance)

Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.6.1 RL.6.3 RL.6.5 RL.6.7 RL.6.10	RI.6.1 RI.6.5 RI.6.8 RI.6.10		SL.6.1-SL.6.6	
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6 (some in grammar)
Word Study					L.6.1-L.6.6
Writing			W.6.1, W.6.4, W.6.7, W.6.9a,b- W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6

Module 5 Essential Vocabulary

These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.

Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Narrative Nonfiction Series of Historical Events Scientific Ideas Technical Procedure	Develops Point of View Approaches to Theme	Overall Structure Development of Ideas	Bullets Sidebar	Labeled Diagram	Subplot	Instruct Sequential- Paragraph	Highlight Copy Paste

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 6 Reading			Module 6 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Series of Historical Events			FSPS WRITING FOCUS: Brief Notes				
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas</i>							
W-1 May 2-6 W-2 May 9-13 W-3 May 16-20 W-4 May 23-26	Key Ideas & Details RI.6.3 Craft & Structure RI.6.5 Integration of Knowledge & Ideas RI.6.7 RI.6.9 L.6.5a	Main Idea Cause/Effect Author's Method Problem/Solution Sequence of Events Main Idea Key Details Analyze	Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)	Connotations of Words with Similar Denotations L.6.5c	WTW (DC) – Sort 43 Predictable Spelling Changes (-ceiv-/cep-, -tain/- ten-, -Review nounce/-nunc-)	Research to Build & Present Knowledge W.6.7 W.6.8 L.6.3a	Refer to <i>Journeys</i> Lessons 29-30 Lesson 17: Problem/Solution Research to Build and Present Knowledge Standards *brief notes *problem/solution paragraph
END OF FOURTH QUARTER May 25, 2016							

FORT SMITH PUBLIC SCHOOLS 6th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS Ri.6.2, RI.6.6, and RI.6.8**.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 6 of the Week at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	All	RI.6.1 RI.6.2 RI.6.6 RI.6.8 RI.6.10		SL.6.1-SL.6.6	
Independent Reading	RL.6.10	RI.6.10		SL.6.1-SL.6.6	L.6.1-L.6.6
Word Study					L.6.1-L.6.6 (some in grammar)
Writing			W.6.1-.6.7,W.6.9a,b- W.6.10	SL.6.1-SL.6.6	L.6.1-L.6.6
Vocabulary	RL.6.4	RI.6.4			L.6.1-L.6.6

Module 6 Essential Vocabulary							
These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution- Paragraph	Review All

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 text Rules and Routines/Pre-Assessment Suggested Read-Aloud Teacher Selected Read-Aloud	<ul style="list-style-type: none"> <i>Journeys</i> 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)	<ul style="list-style-type: none"> I will use evidence from the text to support my analysis of what the text says and inferences I make. 	Textual evidence Analysis Explicitly Inference	<i>GRW</i> : p. 365(T) <i>TDC</i> : p.18-19 (T) TC: Book 4, p. 14, Lesson 11 p. 106 <i>RP</i> : p. 81-90 <i>SW-2</i> : p. 141-142 <i>CT</i> : Book 4, p. 47, Lesson 14			
Vocabulary				TARGETED VOCABULARY & STRATEGIES Setting up rules and routines Word Study & Decoding Setting up rules and routines	<ul style="list-style-type: none"> <i>Journeys</i> 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)	<ul style="list-style-type: none"> I will use context clues to figure out the meaning of words and phrases. 	Context clues Function	http://dictionary.reference.com/ <i>WTW</i> : p.253 & 265 (Greek and Latin roots) <i>BWL</i> <i>WJ</i> : Chapter 7			
Grammar				Grammar Review Complete Sentences	<ul style="list-style-type: none"> <i>Journeys</i> Assessments and Materials 	
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.	<ul style="list-style-type: none"> Complete Sentences 	Recognize Variations Strategies Expression Conventional language	http://languagearts.ppst.com/index.html <i>MI</i> <i>EE</i>			
Writing				Writing Review Writing Process Setting up rules and routines	<ul style="list-style-type: none"> <i>Journeys</i> Assessments and Materials 	(OPTIONAL) <i>Writing Pre-Prompt Comprehensive Screening Assessment</i>
CC. W.6.10 Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences. (Refer to FSPS Ongoing CCSS Grade 6)	<ul style="list-style-type: none"> I will write for an appropriate time based on a specific task, purpose, and audience. 	Routinely Reflection Revision	<i>GRW</i> : Chapter 5 <i>WP</i> : Chapters 1 & 2 <i>LC</i> : Book 1 <i>WBT</i>			

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	(OPTIONAL) T126 Weekly Test 2.5-2.7
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.	<ul style="list-style-type: none"> • 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	<i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 361-362 (T) <i>STW2:</i> p. 188-190 <i>CT:</i> p. 56, Book 4, Lesson 15 <i>RP:</i> p. 99-113 (T) <i>CT:</i> 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.	<ul style="list-style-type: none"> • 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	<i>GRW:</i> p. 441-446 p. 17-23 <i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 395-396 (T) <i>GRW:</i> p. 396-397 (T) <i>BWL:</i> p. 72, Chapter 5 <i>TDC:</i> p. 156	Main Selection “Knots in My Yo-Yo String” T92-T103	<ul style="list-style-type: none"> • 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.14 AL: author's purpose, infer, author's viewpoint, bias Connect To “Sporty Poetry” T104-T107 • MC: T107 CLLG: p. 43 	

Vocabulary				Targeted Vocabulary & Strategies	Introduce Vocabulary	(OPTIONAL)
<p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> I will use common Greek and Latin affixes and roots to figure out word meaning. 	<p>Greek Latin Affixes Roots</p>	<p>http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7</p>	<p>J - L 2 Strategy: Suffixes: -er, -or, -ar, -ist, -ian, -ent</p> <p>WORD CARDS Cards 12-20 Target Vocabulary: mentor, employed, scholastic, grimly, contested, tumult, pursuit, culprit, deprived, miraculous</p>	<p>J - L 2 T86-T87 Develop Background "The Assignment" T84-T85 "What Goes Into an Autobiography?" T88-T89</p> <p>Vocabulary Strategies T112-T113 Suffixes -er, -or, -ar, -ist, -ian, -ent Projectable 2.5 (Suffixes -er, -or, -ar, -ist, -ian, -ent) PB: p. 15 AL: affix, base word, suffix</p>	<p>T126 Weekly Test Target Vocabulary Suffixes -er, -or, -ar, -ist, -ian, -ent 2.2-2.4</p>
Spelling						
<p>Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly.</p> <p>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</p> <p>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</p>				<p>Choose appropriately from the lessons.</p> <p>J - L 1 VCCV Syllable Pattern</p> <p>J - L 2 VCV Syllable Pattern Spelling: Short Vowels</p>	<p>J - L 1 Detailed Spelling Plan T44-T45</p> <ul style="list-style-type: none"> 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 <p>J - L 2 Decoding T111 Detailed Spelling Plan T116-T117</p> <ul style="list-style-type: none"> Day 1: Teach the Principle/ Pretest PB: p. 16 Day 2: Word Sort PB: p. 17 Day 5: Assessment 	<p>Choose appropriately from the lessons.</p> <p>J - L 1 T55 Weekly Decoding Test 1.6-1.7</p> <p>T45 Spelling Assessment</p> <p>J - L 2 T127 Weekly Decoding Test 2.8-2.9</p> <p>T117 Spelling Assessment</p>

Grammar					
<p>CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • I will learn to write and identify complete sentences. • I will be able to write and identify different kinds of sentences. 	<p>Recognize Variations Strategies Expression Conventional language</p>	<p>http://languagearts.ppst.com/index.html <i>MI</i> <i>EE</i></p>		
<p>Choose appropriately from the lessons.</p> <p>J - L 1 Complete Sentences Subjects and Predicates Parts of Speech</p> <p>AL: complete sentence, fragment, complete subject, complete predicate</p> <p>J - L 2 Kinds of Sentences</p> <p>AL: declarative, imperative, interrogative, exclamatory</p>				<p>J - L 1 Detailed Grammar Plan T46-T49</p> <ul style="list-style-type: none"> • 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. 10 • Day 5: Connect to Writing (Sentence Fluency) PB: p. 11 <p>J - L 2 T118-T119</p> <ul style="list-style-type: none"> • 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 	<p>(OPTIONAL)</p> <p>T55 Weekly Test 1.8-1.9</p> <p>T127 Weekly Tests 2.10-2.12</p>

Writing			
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Engage Orient Narrator Logical</p>	<p>LC: p. 69</p>
<p>CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p>	<ul style="list-style-type: none"> 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. 	<p>Narrative Techniques Dialogue Pacing</p>	<p>WP: Ch. 6 LC: p. 27, p 43, p. 73</p>
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Variety Transition Clauses Convey Sequence</p>	<p>MM 4-5: p. 74, p. 155</p>
<p>CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ul style="list-style-type: none"> 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. 	<p>Precise Relevant Sensory Convey Techniques</p>	<p>CL: p. 68, 69, 70, p. 71</p>
<p>CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> 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. 	<p>Conclusion Techniques</p>	<p>LC: Book 4, p. 133 LC: Book 2, p. 137 CL: p. 70, p. 71, p.103</p>
<p>CC.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<ul style="list-style-type: none"> I will vary sentence patterns. I will write for interest and style. 	<p>Sentence patterns Interest Style</p>	<p>http://www.writingwithclarity.com/2011/07/make-writing-more-lively-and-effective-vary-your-sentence-patterns/</p>

Refer to *Journeys*
Lessons 1-5, 12, 14-15

Narrative

Text Types & Purposes

W.6.3

L.6.3a

READING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<p align="center">Comprehension: Extended Text Study</p>				<p align="center">Teacher Selected Materials for Extended Text Study Refer to Year at A Glance for Standards</p>		
<ul style="list-style-type: none"> 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 <p>Key Ideas & Details</p> <p>RL.6.2 RL.6.3</p> <p>Integration of Knowledge & Ideas</p> <p>RL.6.7 RL.6.9</p>				<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Story Structure Summarize</p> <p>Sequence of Events Drawing Conclusions</p> <p>Recount Evaluate</p> </div>		
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Conveyed Portrayed Summary Theme Central idea</p>	<p><i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 361-362 (T) <i>STW2:</i> p. 188-190 <i>CT:</i> p. 56, Book 4, Lesson 15 <i>RP:</i> p. 99-113 (T) <i>CT:</i> p. 120-124</p>			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Episodes Plot Resolution Analyze Elaborated Anecdotes</p>	<p><i>GRW:</i> p. 441-446 p. 17-23 <i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 395-396 (T) <i>GRW:</i> p. 396-397 (T) <i>BWL:</i> p. 72, Chapter 5 <i>TDC:</i> p. 156</p>			

<p>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.</p>	<ul style="list-style-type: none"> I will compare and contrast the experience of reading a text to viewing or listening to the same text. 	<p>Compare Contrast</p>	<p><i>STW1</i>: p. 67-80 <i>STW2</i>: p. 307 <i>TDC</i>: p. 143-146 (T)</p>			
<p>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.</p>	<ul style="list-style-type: none"> I will compare and contrast texts of different forms on their treatment of the same theme or topic. 	<p>Compare Contrast Genre Theme</p>	<p><i>STW1</i>: p. 67-80 <i>STW2</i>: p. 307 <i>TDC</i>: p. 143-146 (T)</p>			
Spelling				<p>J - L 3 Stressed and Unstressed Syllables Spelling: Vowel Sounds: /ou/, /ōō/, /ō/, /oi/</p>	<ul style="list-style-type: none"> 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 	<p>T203 Weekly Decoding Test 3.12-3.13 T193 Spelling Assessment</p>
<p style="text-align: center;">Refer to FSPS Ongoing CCSS Grade 6 for CC.L.2b (Spell correctly) when teaching spelling. CC.L.6.2b Spell correctly.</p> <p style="text-align: center;">Spelling Words:</p> <p>(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</p>						
<p style="text-align: center;">Spelling Words:</p> <p>(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</p>				<p>J - L 4 VCCCV Syllable Pattern Spelling: Vowel + /r/ Sounds</p>	<ul style="list-style-type: none"> 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 	<p>T277 Weekly Decoding Test 4.6-4.7 T267 Spelling Assessment</p>
<p style="text-align: center;">Spelling Words:</p> <p>(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</p>						
				<p>J - L 5 Homophones Spelling: Homophones</p>	<ul style="list-style-type: none"> 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 	<p>T347 Weekly Test 5.8-5.9 T337 Spelling Assessment</p>

Grammar				J - L 3	J - L 3 <i>Detailed Grammar Plan</i> T194-T196	(OPTIONAL) T203 Weekly Tests 3.14-3.15
<p>CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • 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. 	<p>Recognize Variations Strategies Expression Conventional language</p>	<p>http://languagearts.pppst.com/index.html <i>MI</i> <i>EE</i></p>	<p>Review of Sentence Structure</p> <p>Subjects and Predicates</p> <p>Refer to J- L 11 (Day 3), 13 & 16</p> <p>Linking Verbs Verb Tenses</p> <p>AL: compound subject, compound predicate</p>	<ul style="list-style-type: none"> • 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 	
Writing					Refer to <i>Journeys</i> Lessons 1-5, 12, 14-15	
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Engage Orient Narrator Logical</p>	<p><i>LC:</i> p. 69</p>		<p>Narrative</p> <p>Text Types & Purposes W.6.3</p> <p>Production/Distribution W.6.5 W.6.6 L.6.3b</p>	
<p>CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p>	<ul style="list-style-type: none"> • 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. 	<p>Narrative Techniques Dialogue Pacing</p>	<p><i>WP:</i> Ch. 6 <i>LC:</i> p. 27, p 43, p. 73</p>			

<p>.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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Variety Transition Clauses Convey Sequence</p>	<p><i>MM 4-5:</i> p. 74, p. 155</p>	<p>Narrative</p>
<p>.CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Precise Relevant Sensory Convey Techniques</p>	<p><i>CL:</i> p. 68, 69, 70, p. 71</p>	
<p>CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Conclusion Techniques</p>	<p><i>LC:</i> Book 4, p. 133 <i>LC:</i> Book 2, p. 137 <i>CL:</i> p. 70, p. 71, p.103</p>	
<p>CC.L.6.3b Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • I will maintain a consistent style in writing. • I will maintain a consistent tone in writing. 	<p>Consistent Style Tone</p>	<p>http://www.umuc.edu/writing-center/onlineguide/chapter3-21.cfm http://grammar.ccc.commnet.edu/grammar/composition/one.htm</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections						
<ul style="list-style-type: none"> 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 <p>Key Ideas & Details RI.6.2</p> <p>Integration of Knowledge & Ideas RI.6.8 RI.6.9</p>				<p>Teacher Selected Materials for Research Connections Refer to Year at A Glance for Standards</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="color: red; text-align: center;">Main Idea & Details</p> <p style="color: blue; text-align: center;">Comparison</p> <p style="color: red; text-align: center;">Author's Purpose</p> <p style="color: blue; text-align: center;">Drawing Conclusions</p> </div>		
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Central idea Conveyed Summary Judgments Informational text</p>	<p><i>CT</i>: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 <i>STW</i>: p. 166 (T) <i>NRP</i>: p. 90-91 <i>NRP</i>: p. 124</p>			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Trace Evaluate Argument Claim Distinguishing Evidence</p>	<p><i>CT</i>: Book 4, Lesson 11, p. 24 <i>STW2</i>: p.166-169</p>			
<p>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).</p>	<ul style="list-style-type: none"> I will compare and contrast two authors' presentation of the same event or topic. 	<p>Compare Contrast Memoir Biography</p>	<p><i>STW</i>: p. 169-171 <i>CT</i>: Book 6, p. 2, Lesson 22 <i>STW1</i>: p. 137 (T) <i>GRW</i>: Appendix 34</p>			

Spelling			
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			
<p style="text-align: right;">J - L 6</p> Silent consonants in Multisyllable Words Spelling: Words with <i>ie or ei</i>			
<ul style="list-style-type: none"> • 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 6.6-6.7 T47 Spelling Assessment			
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, laughter, popular (Challenge) escalator, cursor, geyser, perpendicular, maneuver			
<p style="text-align: right;">J - L 7</p> Schwa in Unstressed Syllables Spelling: Final / r/			
<ul style="list-style-type: none"> • 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 7.6-7.7 T119 Spelling Assessment			
Grammar			
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, <u>possessive</u>). (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will use pronouns in the proper case. 	Pronouns Proper case Subjective	http://languagearts.pppst.com/index.html MI EE
<p style="text-align: right;">J - L 11 (day 4 spiral review)</p> Subjective Pronouns AL: pronoun, subject pronoun, object pronoun			
<p style="text-align: right;">Detailed Grammar Plan J - L 11 T46-T49</p> <ul style="list-style-type: none"> • 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 Tests 11.8-11.9			

Writing			
<p>CC.W.6.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CC. W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<ul style="list-style-type: none"> I will write an argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly. 	<p>Argument Relevant evidence Claims</p>	<p>LC: Book 3, p. 71, Lesson, 6 p. 83, Lesson 7 NCL: p. 58-60 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Claims Relevant evidence Credible</p>	<p>WBT: p. 130-146 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>
<p>CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ul style="list-style-type: none"> 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. 	<p>Clauses Clarify Claims</p>	<p>LC: Book 3, p.183, Lesson 15 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>
<p>CC. W.6.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style. 	<p>Argument Relevant evidence Formal style Establish</p>	<p>LC: Book 3, p. 195, Lesson 16 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>

Refer to *Journeys*
Lessons 21-25 (Opinion Structure)

Argumentative

*brief notes

Text Types & Purposes

W.6.1

Research to Build & Present Knowledge

W.6.8

<p>CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> • 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. 	<p>Argument Relevant evidence Concluding statement</p>	<p><i>NCL</i>: p. 102-103 <i>NCL</i>: Appendix R (T) <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons/?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>	<p style="text-align: center; color: purple;">Argumentative</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Digital Sources Summarize Paraphrase</p>	<p><i>CT</i>: Book 6, Lesson 22, pg. 2-13</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency J – L 15 Skill: Text and Graphic Features Understanding Characters Strategy: Monitor/ Clarify Infer/Predict Genre: Narrative Nonfiction Essential Question: How do text and graphics show a crisis in space?	J – L 15 Read Aloud “Moon Machines” <ul style="list-style-type: none"> Target Skill: Text and Graphic Features Projectable 15.1(Read Aloud: Model Oral Fluency) CLLG: p. 69 <ul style="list-style-type: none"> Target Vocabulary T305 Main Selection “Team Moon” T312-T322 Genre: Narrative Nonfiction <ul style="list-style-type: none"> CLLG: p. 68 <ul style="list-style-type: none"> Introduce Text and Graphic Features; Analyze/Evaluate T328-T329 Projectable 15.2 (Text and Graphic Features; Analyze/Evaluate) <ul style="list-style-type: none"> PB: p. 169 Projectables: 15.3a, 15.3b, 15.3c <ul style="list-style-type: none"> Stop & Think T314,T318 Deepen Comprehension; Interpret Text and Graphic Features: T328-T329 <ul style="list-style-type: none"> Projectable 15.4 (Column Chart: Interpret Text and Graphic Features) <ul style="list-style-type: none"> PB: p. 170 AL: graphic features, text features, visuals, caption Connect To “The Woman in the Moon” T324-T326 Genre: Folktale MC: T327CLLG: p.69 	(OPTIONAL) T346 Weekly Tests 15.4-15.5
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.	<ul style="list-style-type: none"> 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	<i>GRW</i> : p. 441-446 p. 17-23 <i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 395-396 (T) <i>GRW</i> : p. 396-397 (T) <i>BWL</i> : p. 72, Chapter 5 <i>TDC</i> : p. 156			
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.	<ul style="list-style-type: none"> 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	<i>GRW</i> : p. 444 (T) <i>GRW</i> : p. 410-422 <i>WP</i> : p. 35-36 (T) <i>GRW</i> : p. 445-446 (T)			
Vocabulary				TARGETED VOCABULARY & STRATEGIES J – L 15 STRATEGY: Suffixes -ous, -ic, -ure WORD CARDS Cards 141-150 ascent, perilous, unpredictability, lunar, likelihood, hovering, impending, presumably, option, random	J – L 15 Introduce Vocabulary T306-307 Develop Background “Moon Machines” T304-T305 “Flying to the Moon” T308-T309 Vocabulary Strategies Suffixes –ous, -ic, -ure T332-T333 <ul style="list-style-type: none"> Projectable 15.5 (Suffixes –ous, -ic, -ure) PB: p.171 AL: suffix	(OPTIONAL) T346 Weekly Tests Target Vocabulary Suffixes -ous, -ic, -ure 15.2-15.3
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.	<ul style="list-style-type: none"> I will interpret figures of speech in context. 	Interpret Personification Figures of speech	http://www.readwritethink.org/ http://www.readworks.org/ <i>GRW</i> (figurative language) <i>WP</i> : p. 45 (figurative language) <i>LC</i> : Book 6, p. 175, Lesson 13			

Spelling				J - L 8	Decoding T187	T203 Weekly
Refer to FSPPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly. Spelling Words: (Basic) section, musician, astonish, crucial, emotion, establish, suspicion, shallow, rash, pressure, impression, bashful, ancient, permission, direction, position, attention, official, delicious, situation (Review) common, dozen, quarrel, proper, loyal (Challenge) punctual, endeavor, abdomen, kilometer, dandelion				Common Final Syllables Spelling: Final /ə/, /ən/, and /ər/	T192-T193 J - L 8 Detailed Spelling Plan • Day 1: Teach the Principle/Pretest PB: p.88 • Day 2: Word Sort PB: p.89 • Day 3: Word Families • Day 4: Connect to Writing PB: p.90 • Day 5: Assessment	Decoding Test 8.11-8.12 T193 Spelling Assessment
Grammar				Objective Pronouns	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				Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPPS 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 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 Clarify Claims	LC: Book 3, p.183, Lesson 15 Teaching Argument			

	clauses to clarify relationships among claims and reasons.		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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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

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 Refer to Year at A Glance for Standards	
<ul style="list-style-type: none"> • 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 <p>Craft and Structure</p> <p>RL.6.5 RL.6.6</p> <p>RI.6.5 RI.6.6</p> <p>Integration of Knowledge & Ideas</p> <p>RL.6.9 RI.6.9</p> <p>Research to Build & Present Knowledge</p> <p>W.6.9a W.6.9b</p>					<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">Text Structure Describing Details</p> <p style="text-align: center;">Point of View Summarize</p> <p style="text-align: center;">Authors Purpose Visualize</p> </div>	
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Analyze Scene Theme Plot</p>	<p><i>GRW</i>: p. 444 (T) <i>GRW</i>: p. 410-422 <i>WP</i>: p. 35-36 (T) <i>GRW</i>: p. 445-446 (T)</p>			
<p>CC.RL.6.6 Analyze how an author develops the point of view of the narrator or speaker in a text.</p>	<ul style="list-style-type: none"> • I will analyze how an author develops the point of view of a narrator or text's characters. 	<p>Analyze Point of view Narrator</p>	<p><i>GRW</i>: p. 397 (T) <i>CT</i>: Book 5, p.44, Lesson 20</p>			
<p>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.</p>	<ul style="list-style-type: none"> • I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text 	<p>Analyze Structure Contributes</p>	<p><i>GRW</i>: p. 402-404 (T)</p>			

	and contributes to the development of the task.		
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.	<ul style="list-style-type: none"> I will determine the author’s point of view and explain how it is conveyed through the text. 	Point of view Conveyed	<i>CT</i> : Book 5, p. 44, Lesson 20 <i>STW</i> : p. 169-171
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.	<ul style="list-style-type: none"> I will compare and contrast texts of different forms on their treatment of the same theme or topic. 	Compare Contrast Genre Theme	<i>STW1</i> : p. 67-80 <i>STW2</i> : p. 307 <i>TDC</i> : p. 143-146 (T)
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).	<ul style="list-style-type: none"> I will compare and contrast two authors’ presentation of the same event or topic. 	Compare Contrast Memoir Biography	<i>STW</i> : p. 169-171 <i>CT</i> : Book 6, p. 2, Lesson 22 <i>STW1</i> : p. 137 (T) <i>GRW</i> : Appendix 34
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”).	<ul style="list-style-type: none"> 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”).	<ul style="list-style-type: none"> 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						
Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly. Spelling Words: (Basic) illegal, irregular, inability, immobile, irresistible, inaudible, immovable, indent, insecure, impatient, impolite, impartial, improper, inappropriate, imperfect, illogical, individual, illegible, irrational, ineffective (Review) informal, indirect, improve, incomplete, impress (Challenge) immerse, impartial, illustrious, infer, irrelevant				J – L 12 Recognizing Common Prefixes Spelling: Prefixes: <i>in-, im-, il-, or ir-</i>	<ul style="list-style-type: none"> Decoding T115 J – L 12 Detailed Spelling Plan T120-T121 Day 1: Teach the Principle/Pretest PB: p.136-138 Day 2: Word Sort PB: p. 137 Day 5: Assessment 	T131 Decoding Test 12.6-12.7 T121 Spelling Assessment
Spelling Words: (Basic) circulate, conclusion, possess, introduction, discuss, collision, estimate, circulation, instruct, possession, except, discussion, oppose, estimation, conclude, instruction, introduce, exception, collide, opposition (Review) educate, education, elect, election (Challenge) detect, detection, procrastinate, procrastination				J – L 13 Consonant Alternations Spelling: Words with -ion	<ul style="list-style-type: none"> Decoding T187 J – L 13 Detailed Spelling Plan T192-T193 Day 1: Teach the Principle/Pretest PB: p.148 Day 2: Word Sort PB: p. 149 Day 5: Assessment 	T203 Decoding Test 13.11-13.12 T193 Spelling Assessment
Spelling Words: (Basic) revise, active, shortage, college, encourage, recognize, sensitive, advantage, organize, advertise, explosive, summarize, positive, heritage, memorize, criticize, attractive, exercise, wreckage, percentage (Review) storage, relative, average, language, televise (Challenge) utilize, mortgage, merchandise, aggressive, compromise				J – L 15 Common Final Syllables Spelling: Final /iz/, /iv/, and /ij/ Sounds	<ul style="list-style-type: none"> Decoding T331 J – L 15 Detailed Spelling Plan T336-T337 Day 1: Teach the Principle/Pretest PB: p.172 Day 2: Word Sort PB: p. 173 Day 5: Assessment 	T347 Weekly Decoding Test 15.6-15.7 T337 Spelling Assessment
Grammar						
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).	<ul style="list-style-type: none"> I will use pronouns in the proper case. 	Pronouns Proper case	http://languagearts.ppst.com/index.html MI EE	Possessive Pronouns	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.6.1c Recognize and correct inappropriate shifts in pronoun number and person.	<ul style="list-style-type: none"> I will identify and correct inappropriate shifts in pronoun number and person. 	Inappropriate shifts Pronoun	http://languagearts.ppst.com/index.html MI EE	Shifts in Pronoun Number & Person	Teacher Selected Materials for Grammar Study	
Writing						
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/	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I introduce a topic, 	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,	Refer to Journeys Lessons 16-18 Inform/Explain *descriptive paragraph		

<p>contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>organize ideas with appropriate structure, and include formatting, graphics and multimedia when useful.</p>		<p>Lesson Appendix P (T) <i>Is That a Fact:</i> p. 52 (T)</p>	<p>Refer to FSPS Writing Criteria C</p> <p>Text Types & Purposes W.6.2</p> <p>Production/Distribution W.6.5 W.6.6 L.6.4c</p>
<p>CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> 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. 	<p>Relevant facts Concrete details Informative piece Conveys</p>	<p><i>NCL:</i> p. 91 <i>NCL:</i> p. 99 <i>NCL:</i> p. 101</p>	
<p>CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. 	<p>Informative piece Conveys Clarify Transitions</p>	<p><i>NCL:</i> p. 93</p>	
<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> 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. 	<p>Informative piece Conveys Precise Domain-specific Inform Explain</p>	<p><i>NCL:</i> p. 96, 97</p>	
<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>	

<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • I will write to convey ideas, where I provide a supportive explanation. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will use guidance from my peers and adults to plan, revise, and edit my writing. 	<p>Revising Editing Conventions Command</p>	<p>GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45</p>	
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Collaborate Sufficient Command</p>	<p>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)</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word. 	<p>Consult Digital Pronunciation Clarify Precise</p>	<p>http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections						
<ul style="list-style-type: none"> • 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 <p>Key Ideas & Details RI.6.2 RI.6.3</p> <p>Integration of Knowledge & Ideas RI.6.7 RI.6.8</p> <p>Research to Build & Present Knowledge W.6.9b</p>				<p>Teacher Selected Materials for Research Connections</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Text & Graphic Features Summarize</p> <p style="text-align: center;">Key Ideas & Details Question</p> </div>		
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.	<ul style="list-style-type: none"> • 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	<i>CT</i> : Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 <i>STW</i> : p. 166 (T) <i>NRP</i> : p. 90-91 <i>NRP</i> : p. 124			
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).	<ul style="list-style-type: none"> • I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text. 	Analyze Elaborate Informational text	<i>STW2</i> : p. 171-178; p. 21 <i>STW1</i> : p. 117-121			
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.	<ul style="list-style-type: none"> • I will utilize media or graphics to develop a coherent understanding of a topic. 	Integrate Quantitatively Utilize Coherent	<i>GRW</i> : p.403 (T) <i>STW1</i> : p. 117-121 (T) <i>CT</i> : p. 69, Lesson 10			
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.	<ul style="list-style-type: none"> • I will trace and evaluate the argument and claims in a text. • I will identify claims 	Trace Evaluate Argument Claim Distinguishing	<i>CT</i> : Book 4, Lesson 11, p. 24 <i>STW2</i> : p.166-169			

	that are supported with reasons and those that are not.	Evidence		
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				
Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly. Spelling Words: (Basic) confident, fragrance, decent, truancy, resident, evidence, reluctant, confidence, excellent, decency, brilliant, residence, occupant, reluctance, fragrant, excellence, truant, brilliance, evident, occupancy (Review) distant, distance, frequent, frequency (Challenge) inconvenient, inconvenience, buoyant, buoyancy				J – L 16 Comparing Related Words Spelling: Suffixes –ent, –ant • Decoding T37 J – L 16 Detailed Spelling Plan T42-T43 • Day 1: Teach the Principle/Pretest PB: p. 184 • Day 2: Word Sort PB: p. 185 • Day 5: Assessment
Grammar				
CC.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.6.1b Use intensive pronouns (e.g., myself, ourselves).	• I will use intensive pronouns	Intensive Pronouns	http://languagearts.pst.com/index.html MI EE	J – L 17 Intensive Pronouns AL: intensive pronoun, reflexive pronoun J – L 17 Detailed Grammar Plan T118-T121 • Day 3: Teach Reflexive Pronouns (need to use the term <i>intensive</i>) Projectable 17.8 PB: p. 201
CC.L.6.1 Demonstrate 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.pst.com/index.html MI EE	Teacher Selected Materials for Grammar Study
Writing				
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,	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) <i>Is That a Fact:</i> p. 52 (T)	Refer to Journeys Lessons 16-18 Inform/Explain *short research writing product Refer to FSPS Writing Criteria C

	graphics and multimedia when useful.			Text Types & Purposes W.6.2 Research to Build & Present Knowledge W.6.7 W.6.8
CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> 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	<i>NCL</i> : p. 91 <i>NCL</i> : p. 99 <i>NCL</i> : p. 101	
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> 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	<i>NCL</i> : p. 93	
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> I will write an informative, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform/ explains. 	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL</i> : p. 96, 97	
CC. W.6.2e Establish and maintain a formal style.	<ul style="list-style-type: none"> 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	<i>Is That a Fact?</i>	

<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • I will write to conveys ideas, where I provide a supportive explanation. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	
<p>CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that use several sources to answer a specific question. 	<p>Inquiry</p>	<p>LC: pg. 161-165</p>	<p>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)</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Credibility Quote Paraphrase Plagiarism Bibliographic</p>	<p>CT: Book 6, pg. 2-13, Lesson 22</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/	J – L 16 Read Aloud	(OPTIONAL)
CC.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> I will analyze how an author develops the point of view of a narrator or text's characters. 	Analyze Point of view Narrator	<i>GRW</i> : p. 397 (T) <i>CT</i> : Book 5, p.44, Lesson 20	Fluency J – L 16 Skill: Author's Purpose Main Idea & Details/ Point of View Strategy: Compare/ Contrasts Visualize Craft & Structure Genre: Informational Text; Poetry Essential Question: How do new clues match old ideas about Vikings?	"Viking Goddess: The Legend of Freya" T12-T13 <ul style="list-style-type: none"> Projectable 16.1 (Model Oral Fluency) CLLG: p. 71 Target Vocabulary T13 Main Selection "The Real Vikings" T20-T29 <ul style="list-style-type: none"> CLLG: p 71 Introduce: Compare and Contrast; Summarize T18-T19 Projectable 16.2 PB: p. 181 Projectable 16.3a, 16.3b (Venn Diagram: Compare and Contrast) Stop & Think T25, T27 Deepen Comprehension: T34-T35 Projectable 16.4 PB: p. 182 AL: compare and contrast, summarize, text structure & Teacher Selected Read -Aloud (Point of View)	T52 Weekly Tests 16.4-16.5
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.	<ul style="list-style-type: none"> I will determine the author's point of view and explain how it is conveyed through the text. 	Point of view Conveyed	<i>CT</i> : Book 5, p. 44, Lesson 20 <i>STW</i> : p. 169-171			
Vocabulary				Targeted Vocabulary & Strategies	J – L 16 Introduce Vocabulary T14-T15	(OPTIONAL)
CC. L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC. L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<ul style="list-style-type: none"> I will use the relationship between words to better understand each word's meaning. 	Cause/effect	http://www.readwritethink.org/ http://www.readworks.org/ <i>GRW</i> (figurative language) <i>WP</i> : p. 45 (figurative language) <i>LC</i> : Book 6, p. 175, Lesson 13	J – L 16 STRATEGY: Word Origins WORD CARDS Cards 151-160 TARGET VOCABULARY: ruthless, unearthed, ancestral, forge	Develop Background "Viking Goddess: The Legend of Freya" T12-T13 "Artifacts: Windows into the Past" T16-T17	T52 Weekly Tests Target Strategy Word Families 16.2-16.3
Spelling				J – L 17	<ul style="list-style-type: none"> Decoding T111 	T127 Weekly

Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly. Spelling Words: (Basic) visible, incredible, cooperate, considerate, washable, miserable, noticeable, enjoyable, horrible, valuable, audible, graduate, sensible, responsible, celebrate, desperate, appreciate, delicate, capable, fortunate (Review) terrible, portable, possible, dictate, honorable (Challenge) evacuate, irritable, exaggerate, improbable, elaborate				More Common Suffixes Spelling: Suffixes: -able, -ible, -ate	J – L 17 <i>Detailed Spelling Plan</i> T116-T117 <ul style="list-style-type: none"> Day 1: Teach the Principle/Pretest PB: p. 196 Day 2: Word Sort PB: p. 197 Day 3: Word Families Day 5: Assessment 	Decoding Test 17.7-17.8 T117 Spelling Assessment
Grammar				J – L 18	J – L 18 <i>Detailed Grammar Plan</i> T192-T195	(OPTIONAL)
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I will be able to correctly use and identify adjectives and adverbs. 	Recognize Variations Strategies Expression Conventional language	http://languagearts.pppst.com/index.html MI EE	Adjectives and Adverbs	<ul style="list-style-type: none"> Day 1: Teach Kinds of Adjectives and Adverbs Projectable 18.6 PB: p. 211 Day 2: Teach Articles and Demonstratives Projectable 18.7 PB: p. 212 	T201 Weekly Tests 18.13-18.14
Writing				Refer to <i>Journeys</i> 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.	<ul style="list-style-type: none"> 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 <i>Teaching Argument Writing</i> —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.	<ul style="list-style-type: none"> 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 <i>Teaching Argument Writing</i> —George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons			

<p>CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ul style="list-style-type: none"> • 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. 	<p>Clauses Clarify Claims</p>	<p><i>LC:</i> Book 3, p.183, Lesson 15 <i>Teaching Argument Writing—</i> George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>
<p>CC. W.6.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> • I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style. 	<p>Argument Relevant evidence Formal style Establish</p>	<p><i>LC:</i> Book 3, p. 195, Lesson 16 <i>Teaching Argument Writing—</i> George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>
<p>CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> • 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. 	<p>Argument Relevant evidence Concluding statement</p>	<p><i>NCL:</i> p. 102-103 <i>NCL:</i> Appendix R (T) <i>Teaching Argument Writing—</i> George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				<u>Comprehension/</u> Fluency J – L 17	J – L 17 <u>Read Aloud</u> “Qin’s Brain: The Man Behind the Emperor” T82-T83	(Optional) T126 Weekly Tests
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Central idea Conveyed Summary Judgments Informational text</p>	<p>CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124</p>	<p>Skill: Fact and Opinion</p> <p>Strategy: Question Infer/Predict</p>	<ul style="list-style-type: none"> Projectable 17.1 (Model Oral Fluency) CLLG: p. 73 Target Vocabulary T83 <p>Main Selection “The Emperor’s Silent Army” T90-T103</p> <ul style="list-style-type: none"> CLLG: p.72 Introduce: Fact and Opinion; Question T88-T89 	<p>17.4-17.6</p>
<p>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.</p>	<ul style="list-style-type: none"> I will determine the author’s point of view and explain how it is conveyed through the text. 	<p>Point of view Conveyed</p>	<p>CT: Book 5, p. 44, Lesson 20 STW: p. 169-171</p>	<p>Genre: Informational Text</p> <p>Essential Question: What can we prove about china’s first emperor?</p>	<ul style="list-style-type: none"> Projectable 17.2 (Fact and Opinion; Question) PB: 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 <p>AL: fact, opinion, analyze</p> <p>Connect To “Ancient China Visual Arts” T104-T107</p> <ul style="list-style-type: none"> MC : T107 CLLG: p. 73 	
Vocabulary				<u>Targeted</u> Vocabulary & Strategies J – L 17	J – L 17 Introduce Vocabulary T84-T85	(Optional)
<p>CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<ul style="list-style-type: none"> I will distinguish among connotations and denotations of words. 	<p>Distinguish Connotations Denotations</p>	<p>http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7</p>	<p>STRATEGY: Word Families</p> <p>WORD CARDS: Cards 161-170</p> <p>TARGET VOCABULARY: archaeologists, replicas, lustrous, elaborate, excavate, distinct, dignified, mythical, temperaments, precede</p>	<p>Develop Background “Qin’s Brain” The Man Behind the Emperor” T82-T83</p> <p>“Introducing the Emperor” T86-T87</p> <p>Vocabulary Strategies T112-T113 Word Families</p> <ul style="list-style-type: none"> Projectable 17.5 (Word Families) PB: p. 195 <p>AL: word families, base word, word root</p>	<p>T126 Weekly Tests Target Strategy Word Families</p> <p>17.2-17.3</p>

FORT SMITH PUBLIC SCHOOLS – GRADE 6 Curriculum: Literacy & Integrated Content

M3- Week 1

Spelling				J – L 20	<ul style="list-style-type: none"> Decoding T331 	T347 Weekly Decoding Test 20.6-20.7
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				More Common Prefixes Spelling: Prefixes –dis-, ex-, inter-	J – L 20 Detailed Spelling Plan T336-T337 <ul style="list-style-type: none"> Day 1: Teach the Principle/Pretest PB: p. 232 Day 2: Word Sort PB: p. 233 Day 5: Assessment 	T337 Spelling Assessment
Grammar				Refer to J –L19, J-L L 20	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.	<ul style="list-style-type: none"> 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	Parts of Speech: Prepositions		
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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			

<p>CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ul style="list-style-type: none"> 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. 	<p>Clauses Clarify Claims</p>	<p>LC: Book 3, p.183, Lesson 15 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>	
<p>CC. W.6.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style. 	<p>Argument Relevant evidence Formal style Establish</p>	<p>LC: Book 3, p. 195, Lesson 16 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>	
<p>CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> 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. 	<p>Argument Relevant evidence Concluding statement</p>	<p>NCL: p. 102-103 NCL: Appendix R (T) <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&qquery=argumentative+writing&commit=Search+lessons</p>	

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)		
<ul style="list-style-type: none"> 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 <p>Key Ideas & Details</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>Integration of Knowledge & Ideas</p> <p>RL.6.7</p> <p>RL.6.9</p> <p>Research to Build & Present Knowledge</p> <p>W.6.9a</p> <p>W.6.9b</p>				<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="color: red; margin: 0;">Conclusions</p> <p style="color: blue; margin: 0;">Visualize</p> <p style="color: red; margin: 0;">Cause/Effect</p> <p style="color: blue; margin: 0;">Summarize</p> <p style="color: red; margin: 0;">Text Structure</p> <p style="color: blue; margin: 0;">Analyze/Evaluate</p> </div>		
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Conveyed</p> <p>Portrayed</p> <p>Summary</p> <p>Theme</p> <p>Central idea</p>	<p><i>TDC</i>: p. 19-22 (T)</p> <p><i>GRW</i>: p. 361-362 (T)</p> <p><i>STW2</i>: p. 188-190</p> <p><i>CT</i>: p. 56, Book 4, Lesson 15</p> <p><i>RP</i>: p. 99-113 (T)</p> <p><i>CT</i>: p. 120-124</p>			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Episodes</p> <p>Plot</p> <p>Resolution</p> <p>Analyze</p> <p>Elaborated</p> <p>Anecdotes</p>	<p><i>GRW</i>: p. 441-446</p> <p style="padding-left: 20px;">p. 17-23</p> <p><i>TDC</i>: p. 19-22 (T)</p> <p><i>GRW</i>: p. 395-396 (T)</p> <p><i>GRW</i>: p. 396-397 (T)</p> <p><i>BWL</i>: p. 72, Ch. 5</p> <p><i>TDC</i>: p. 156</p>			

<p>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.</p>	<ul style="list-style-type: none"> I will compare and contrast the experience of reading a text to viewing or listening to the same text. 	<p>Compare Contrast</p>	<p><i>STW1</i>: p. 67-80 <i>STW2</i>: p. 307</p>			
<p>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.</p>	<ul style="list-style-type: none"> I will compare and contrast texts of different forms on their treatment of the same theme or topic. 	<p>Compare Contrast Genre Theme</p>	<p><i>STW1</i>: p. 67-80 <i>STW2</i>: p. 307 <i>TDC</i>: p. 143-146 (T)</p>			
<p>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”).</p>	<ul style="list-style-type: none"> I will use evidence from literature to support analysis, reflection, and research in my writing. 	<p>Compare/contrast Genres Themes Evidence Analysis Reflection</p>	<p><i>LC</i></p>			
<p>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”).</p>	<ul style="list-style-type: none"> I will use evidence from informational text to support analysis, reflection, and research in my writing. 	<p>Nonfiction Trace Evaluate Argument Claims Evidence Informational</p>	<p><i>LC</i></p>			
Spelling				J – L 22	<ul style="list-style-type: none"> 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 	<p>T129 Weekly Decoding Test 22.7-22.8</p> <p>T119 Spelling Assessment</p>
<p>Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling.</p> <p>CC.L.6.2b Spell correctly.</p> <p style="text-align: center;">Spelling Words:</p> <p>(Basic) aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</p> <p>(Review) half, answer, wreath, comb, wrinkle</p> <p>(Challenge) campaign, coup, solemn, yacht, pneumonia</p>				<p>Prefixes <i>ad-</i>, <i>ob-</i>, <i>af-</i>, <i>ap-</i>, and <i>as-</i></p> <p>Spelling: Words with Silent Letters</p>		

Choose spelling words appropriately from the sort.				Greek and Latin Number Spelling: Prefixes (<i>mono-, bi-, tri-</i>)	Choose appropriately from the lessons. WTW (DC) - Sort 20	
Choose spelling words appropriately from the sort.				Greek and Latin Elements Spelling: (Size) (<i>micro-, mega-super-, hyper</i>)	Choose appropriately from the lessons. WTW (DC) – Sort 21	
Grammar						
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.	<ul style="list-style-type: none"> I will use punctuation to set off nonrestrictive elements. 	Punctuation Nonrestrictive/ Parenthetical Elements Commas	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP	Nonrestrictive/ Parenthetical Elements	Teacher Selected Materials for Grammar Study	
				J – L 29 Commas: Nonrestrictive/ Parenthetical Elements	J – L 29 Detailed Grammar Plan T174-T175 <ul style="list-style-type: none"> 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						
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.	<ul style="list-style-type: none"> 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	<p style="text-align: center;">Refer to Journeys Lessons 1-5, 12, 14-15 Reflective Narrative</p> <p style="text-align: center;">*story starters</p> <p style="text-align: center;">Refer to FSPS Writing Criteria A,B</p>		

<p>CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p>	<ul style="list-style-type: none"> • 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. 	<p>Narrative Techniques Dialogue Pacing</p>	<p><i>WP</i>: Ch. 6 <i>LC</i>: p. 27, p 43, p. 73</p>	<p>Text Types & Purposes W.6.3</p> <p>Production/Distribution W.6.5 W.6.6</p> <p>L.6.1d L.6.3b</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Variety Transition Clauses Convey Sequence</p>	<p><i>MM 4-5</i>: p. 74, p. 155</p>	
<p>CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Precise Relevant Sensory Convey Techniques</p>	<p><i>CL</i>: p. 68, 69, 70, p. 71</p>	
<p>CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Conclusion Techniques</p>	<p><i>LC</i>: Book 4, p. 133 <i>LC</i>: Book 2, p. 137 <i>CL</i>: p. 70, p. 71, p.103</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will use guidance from my peers and adults to plan, revise, and edit my writing. 	<p>Revising Editing Conventions Command</p>	<p><i>GRW</i>: p. 63-66 (T); p. 77-80 <i>WP</i>: pg. 19-20 (T) <i>LC</i>: pg. 169-173 <i>LC</i>: pg. 37-45</p>	

<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Collaborate Sufficient Command</p>	<p>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)</p>	
<p>CC.L.6.1 Demonstrate 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).</p>	<ul style="list-style-type: none"> • I will identify and correct vague pronouns. 	<p>Vague pronouns Ambiguous</p>	<p>http://languagearts.pppst.com/index.html <i>MI</i> <i>EE</i></p>	
<p>CC.L.6.3b Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • I will maintain a consistent style in writing. • I will maintain a consistent tone in writing. 	<p>Consistent Style Tone</p>	<p>http://www.umuc.edu/writingcenter/onlineguide/chapter3-21.cfm http://grammar.ccc.commnet.edu/grammar/composition/tone.htm</p>	

COMMON CORE STATE STANDARDS	OBJECTIVES	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections				Teacher Selected Materials for Research Connections. <div data-bbox="1381 378 1856 581" style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <p style="text-align: center; color: red; margin: 0;">Compare/Contrast</p> <p style="text-align: center; color: blue; margin: 0;">Question</p> <p style="text-align: center; color: red; margin: 0;">Text Structure</p> <p style="text-align: center; color: blue; margin: 0;">Visualize</p> </div>		
<ul style="list-style-type: none"> • 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 <p>Key Ideas & Details</p> <p style="color: green;"><u>RI.6.3</u></p> <p>Craft & Structure</p> <p style="color: green;">RI.6.5</p> <p>Integration of Knowledge & Ideas</p> <p style="color: green;">RI.6.8</p> <p style="color: green;">RI.6.9</p> <p>Research to Build & Present Knowledge</p> <p style="color: green;">W.6.9b</p>						
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).	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I will compare and 	Compare	STW: p. 169-171			

<p>author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>contrast two authors’ presentation of the same event or topic.</p>	<p>Contrast Memoir Biography</p>	<p>CT: Book 6, p. 2, Lesson 22 STW1: p. 137 (T) GRW: Appendix 34</p>		
<p>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”).</p>	<p>• I will use evidence from informational text to support analysis, reflection, and research in my writing.</p>	<p>Nonfiction Trace Evaluate Argument Claims Evidence Informational</p>	<p>LC</p>		
Spelling				<p>Greek Roots</p> <p>Spelling: Root Words -auto-, -bio-, -geo- -graph-, -meter-, -peri-, -phon-, - photo-, -tele-</p>	<p>Choose appropriately from the lessons. WTW (DC) – Sort 22</p>
<p style="text-align: center;">Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly.</p> <p style="text-align: center;">Choose spelling words appropriately from the sort.</p>					
Grammar				<p>Parentheses: Nonrestrictive/ Parenthetical Elements</p>	<p>Teacher Selected Materials for Grammar Study</p>
<p>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.</p>	<p>• I will use punctuation to set off nonrestrictive elements.</p>	<p>Punctuation Nonrestrictive/ Parenthetical Elements</p>	<p>http://grammar.cc.commnet.edu/grammar/powerpoint.htm MI TP</p>		
Writing				<p>Refer to Journeys Lessons 16-18</p> <p>Analytical Inform/Explain</p> <p>*short research writing product</p> <p>*compare & contrast paragraph</p> <p>Refer to FSPS Writing Criteria C</p>	
<p>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.</p>	<p>• 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.</p>	<p>Classification Cause/effect Formatting Multimedia</p>	<p>NCL: p. 59-60 NCL: p. 62 NCL: p. 76 NCL: p. 86 NCL: p. 94 (6) NCL: p. 95, Lesson Appendix P (T) <i>Is That a Fact.</i> p. 52 (T)</p>		

<p>CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant facts Concrete details Informative piece Conveys</p>	<p><i>NCL</i>: p. 91 <i>NCL</i>: p. 99 <i>NCL</i>: p. 101</p>	<p style="text-align: center;">Text Types & Purposes W.6.2</p> <p style="text-align: center;">Research to Build & Present Knowledge</p> <p style="text-align: center;"><u>W.6.7</u> W.6.8</p>
<p>CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> • I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. 	<p>Informative piece Conveys Clarify Transitions</p>	<p><i>NCL</i>: p. 93</p>	
<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> • 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. 	<p>Informative piece Conveys Precise Domain-specific Inform Explain</p>	<p><i>NCL</i>: p. 96, 97</p>	
<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> • I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>	
<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • 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. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	

<p>CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that use several sources to answer a specific question. 	<p>Inquiry</p>	<p><i>LC:</i> pg. 161-165</p>	<p>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)</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Digital Sources Summarize Paraphrase</p>	<p><i>CT:</i> Book 6, Lesson 22, pg. 2-13</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension						(OPTIONAL)
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Analyze Scene Theme Plot</p>	<p>GRW: p. 444 (T) GRW: p. 410-422 WP: p. 35-36 (T) GRW: p. 445-446 (T)</p>	<p>Comprehension/Fluency J – L 18</p> <p>Skill: Sequence of Events Point of View</p>	<p>J – L 18 Read Aloud “The Flight of Icarus” T156-T157</p> <ul style="list-style-type: none"> Projectable 18.1 (Model Oral Fluency) CLLG: p. 75 Target Vocabulary T157 <p>Main Selection “The Hero and the Minotaur” T164-T177</p> <ul style="list-style-type: none"> 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 <p>AL: fact, opinion, story element</p> <p>Connect To “The Amazing Algorithm” T178-T180 MC: T181 CLLG: p. 75</p>	<p>T200 Weekly Tests</p> <p>18.9-18.10</p>
<p>CC.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<ul style="list-style-type: none"> I will explain point of view. 	<p>Explain Point of view Narrator Speaker</p>	<p>Pinterest: http://www.pinterest.com/srickett/point-of-view/ Web: http://literarydevices.net/point-of-view/ Brainpop: http://www.brainpop.com/english/writing/pointofview/preview.weml</p>	<p>Strategy: Infer/Predict Theme</p> <p>Genre: Myth</p> <p>Essential Question: How can a mythic hero defeat a monster?</p>		
Vocabulary						(OPTIONAL)
<p>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).</p>	<ul style="list-style-type: none"> I will use common Greek and Latin affixes and roots to figure out word meaning. 	<p>Greek Latin Affixes Roots</p>	<p>http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7</p>	<p>Targeted Vocabulary & Strategies J – L 18</p> <p>STRATEGY: Suffixes -ful, -less, -ly, -ness, -ment, -ship</p> <p>WORD CARDS: Cards 171-180</p> <p>TARGET VOCABULARY: steadfast, rash, bitterly, unravels, labyrinth, fury, embrace, abandon, massive, somber</p>	<p>J – L 18 Introduce Vocabulary T158-T159</p> <p>Develop Background “The Flight of Icarus” T156-T157 “What is Greek Mythology?” T160-T161</p> <p>Vocabulary Strategies T186-T187 Suffixes: -ful -less, -ly, -ness, -ment, -ship</p> <ul style="list-style-type: none"> Projectable 18.5 (Suffixes: -ful, -less, -ly, -ness, -ment, -ship) PB: p. 207 <p>AL: suffix, base word</p>	<p>T200 Weekly Test</p> <p>Target Strategy</p> <p>Suffixes: -ful, -less, -ly, -ness, -ment, -ship</p> <p>18.2-18.8</p>

Spelling			
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.			
		Latin Roots	
		Spelling: Root Words (-spect-, -port-)	Choose appropriately from the lessons. WTW(DC)- Sort 24
Grammar			
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.	<ul style="list-style-type: none"> I will use punctuation to set off nonrestrictive elements. 	Punctuation Nonrestrictive/ Parenthetical Elements	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP
		Dashes: Nonrestrictive/ Parenthetical Elements	Teacher Selected Materials for Grammar Study
Writing			
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.	<ul style="list-style-type: none"> 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) <i>Is That a Fact:</i> p. 52 (T)
CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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

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

<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> • 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. 	<p>Informative piece Conveys Precise Domain-specific Inform Explain</p>	<p><i>NCL: p. 96, 97</i></p>	
<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> • I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>	
<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • 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. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	
<p>CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that use several sources to answer a specific question. 	<p>Inquiry</p>	<p><i>LC: pg. 161-165</i></p>	<p>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)</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Digital Sources Summarize Paraphrase</p>	<p><i>CT: Book 6, Lesson 22, pg. 2-13</i></p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study						
<ul style="list-style-type: none"> 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				Teacher Selected Materials for Extended Text Study <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="text-align: center;">Text & Graphic Features Question</p> <p style="text-align: center;">Sequence of Events</p> <p style="text-align: center;">Analyze/Evaluate</p> <p style="text-align: center;">Cause/Effect Analyze/ Summarize</p> </div>		
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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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”).	<ul style="list-style-type: none"> 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						
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.				Latin Roots Spelling: Root Words <i>(-gress-, -rupt-, -act-, -mot-)</i>	Choose appropriately from the lessons. WTW (DC)- Sort 26	

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					
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.	<ul style="list-style-type: none"> I will vary sentence patterns for interest and style. 	Vary	http://www.languagetearts.pppst.com/sentencevariety.html TAW: p.62-72 (revision) (T) CL NCL MI LC: Book 6, p. 175 & 187, Lesson 13 & 14	Sentences for Meaning & Reader/Listener	Teacher Selected Materials for Grammar Study
				Sentences for Style	Teacher Selected Materials for Grammar Study
Writing					
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.	<ul style="list-style-type: none"> 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)	<p>Refer to Journeys Lessons 16-18 Lesson 18: Cause/Effect</p> <p>Analytical Inform/Explain</p> <p>* cause and effect paragraph</p> <p>Refer to FSPS Writing Criteria C</p>	

<p>CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> 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. 	<p>Relevant facts Concrete details Informative piece Conveys</p>	<p>NCL: p. 91 NCL: p. 99 NCL: p. 101</p>	<p>Text Types & Purposes W.6.2</p> <p>Production/Distribution W.6.5 W.6.6</p> <p>L.6.3a L.6.4c</p>
<p>CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. 	<p>Informative piece Conveys Clarify Transitions</p>	<p>NCL: p. 93</p>	
<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> 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. 	<p>Informative piece Conveys Precise Domain-specific Inform Explain</p>	<p>NCL: p. 96, 97</p>	
<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>	
<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> 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. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	

<p>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.</p>	<ul style="list-style-type: none"> • I will use guidance from my peers and adults to plan, revise, and edit my writing. 	<p>Revising Editing Conventions Command</p>	<p>GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45</p>	
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Collaborate Sufficient Command</p>	<p>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)</p>	
<p>CC.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<ul style="list-style-type: none"> • I will vary sentence patterns. • I will write for interest and style. 	<p>Sentence patterns Interest Style</p>	<p>http://www.writingwithclarity.com/2011/07/make-writing-more-lively-and-effective-vary-your-sentence-patterns/</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word. 	<p>Consult Digital Pronunciation Clarify Precise</p>	<p>http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections						
<ul style="list-style-type: none"> 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 <p>Key Ideas & Details RI.6.2</p> <p>Craft & Structure RI.6.5</p> <p>Integration of Knowledge & Ideas RI.6.8</p> <p>Research to Build & Present Knowledge W.6.9b</p>				<p>Teacher Selected Materials for Research Connections.</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="text-align: center;">Key Details Describing</p> <p style="text-align: center;">Compare/Contrast Drawing Conclusions</p> </div>		
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Central idea Conveyed Summary Judgments Informational text</p>	<p><i>CT</i>: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 <i>STW</i>: p. 166 (T) <i>NRP</i>: p. 90-91 <i>NRP</i>: p. 124</p>			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Analyze Structure Contributes</p>	<p><i>GRW</i>: p. 402-404 (T)</p>			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Trace Evaluate Argument Claim Distinguishing Evidence</p>	<p><i>CT</i>: Book 4, Lesson 11, p. 24 <i>STW2</i>: p.166-169</p>			

<p>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").</p>	<ul style="list-style-type: none"> • I will use evidence from informational text to support analysis, reflection, and research in my writing. 	<p>Nonfiction Trace Evaluate Argument Claims Evidence Informational</p>	<p><i>LC</i></p>		
<p align="center">Spelling</p> <p align="center">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.</p>				<p>Greek and Latin Elements</p> <p>Spelling: Government (-crat/-cracy, -archy/-arch-)</p>	<p align="center">Choose appropriately from the lessons. WTW (DC) - Sort 31</p>
<p align="center">Grammar</p>				<p>Consistency in Style & Tone</p>	<p align="center">Teacher Selected Materials for Grammar Study</p>
<p>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.</p>	<ul style="list-style-type: none"> • I will maintain a consistent style in writing. • I will maintain a consistent tone in writing. 	<p>Consistent Style Tone</p>	<p>http://www.umuc.edu/writingcenter/onlineguide/chapter3-21.cfm http://grammar.ccc.commnet.edu/grammar/composition/tones.htm</p>		
<p>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.</p>	<ul style="list-style-type: none"> • I will interpret figures of speech in context. 	<p>Interpret Personification Figures of speech</p>	<p>http://www.readwritetink.org/ http://www.readworks.org/ GRW (figurative language) WP: p. 45 (figurative language) LC: Book 6, p. 175, Lesson 13</p>	<p>Figure of Speech: Personification</p>	<p align="center">Teacher Selected Materials for Grammar Study</p>
<p align="center">Writing</p>				<p align="center">Refer to Journeys Lessons 21-25 (Opinion Structure)</p> <p align="center">Argumentative</p> <p align="center">*short research writing product Refer to FSPS Writing Criteria E</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will write an argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly. 	<p>Argument Relevant evidence Claims</p>	<p>LC: Book 3, p. 71, Lesson 6 p. 83, Lesson 7 NCL: p. 58-60 <i>Teaching Argument Writing</i>—George Hilllocks http://learnzillion.com/lessons/2018-%E2%9C%93&file%5Bsubject%5D=ela&query=argumentative+writing&commit=Search-lessons</p>		

<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Claims Relevant evidence Credible</p>	<p><i>WBT</i>: p. 130-146 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>	<p style="text-align: center;">Text Types & Purposes W.6.1</p> <p style="text-align: center;">Research to Build & Present Knowledge W.6.7 W.6.8</p>
<p>CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ul style="list-style-type: none"> 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. 	<p>Clauses Clarify Claims</p>	<p><i>LC</i>: Book 3, p.183, Lesson 15 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>	
<p>CC. W.6.1d Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style. 	<p>Argument Relevant evidence Formal style Establish</p>	<p><i>LC</i>: Book 3, p. 195, Lesson 16 <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>	
<p>CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> 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. 	<p>Argument Relevant evidence Concluding statement</p>	<p><i>NCL</i>: p. 102-103 <i>NCL</i>: Appendix R (T) <i>Teaching Argument Writing</i>—George Hillocks http://learnzillion.com/lessons?utf8=%E2%9C%93&filters%5Bsubject%5D=ela&query=argumentative+writing&commit=Search+lessons</p>	

<p>CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that use several sources to answer a specific question. 	<p>Inquiry</p>	<p><i>LC:</i> pg. 161-165</p>	<p>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)</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Credibility Quote Paraphrase Plagiarism Bibliographic</p>	<p><i>CT:</i> Book 6, pg. 2-13, Lesson 22</p>	

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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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)		

Reference FSPS Year at a Glance		Week 3: Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.				
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/Fluency J – L 22 Skill: Conclusions and Generalizations Strategy: Monitor/Clarify Genre: Narrative Nonfiction	J – L 22 Read Aloud “Flying Through Time” T84-T85 <ul style="list-style-type: none"> Projectable 22.1 (Model Oral Fluency) CLLG: p. 82 Target Vocabulary T85 Main Selection “First to Fly” 980L T92-T104 <ul style="list-style-type: none"> CLLG: p. 83 Introduce: Conclusions and Generalizations; Monitor/Clarify T90-T91 Projectable 22.2 PB: p.253 Projectables 22.3a, 22.b, 22.c Stop & Think T95, T99 Deepen Comprehension: Construct Generalizations T110-T111 Projectable 22.4 PB: p.254 AL: conclusion/generalization, monitor/clarify, construct, generalization Connect To “Young Pilot Sets Record” T106-T108 MC: T109 CLLG: p. 83 <p style="text-align: center;">& Teacher Selected Read-Aloud</p>	(OPTIONAL) T128 Weekly Test 22.4-22.6
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.	<ul style="list-style-type: none"> 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	<i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW2</i> : p. 188-190 <i>CT</i> : p. 56, Book 4, Lesson 15 <i>RP</i> : p. 99-113 (T) <i>CT</i> : p. 120-124			
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.	<ul style="list-style-type: none"> 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	<i>CT</i> : Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 <i>STW</i> : p. 166 (T) <i>NRP</i> : p. 90-91 <i>NRP</i> : p. 124			
CC.RL.6.6 Analyze how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> I will analyze how an author develops the point of view of a narrator or text's characters. 	Analyze Point of view Narrator	<i>GRW</i> : p. 397 (T) <i>CT</i> : Book 5, p.44, Lesson 20			
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.	<ul style="list-style-type: none"> I will determine the author's point of view and explain how it is conveyed through the text. 	Point of view Conveyed	<i>CT</i> : Book 5, p. 44, Lesson 20 <i>STW</i> : p. 169-171			
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.	<ul style="list-style-type: none"> I will compare and contrast texts of different forms on their treatment of the same theme or topic. 	Compare Contrast Genre Theme	<i>STW1</i> : p. 67-80 <i>STW2</i> : p. 307 <i>TDC</i> : p. 143-146 (T)			

<p>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).</p>	<ul style="list-style-type: none"> I will compare and contrast two authors’ presentation of the same event or topic. 	<p>Compare Contrast Memoir Biography</p>	<p>STW: p. 169-171 CT: Book 6, p. 2, Lesson 22 STW1: p. 137 (T) GRW: Appendix 34</p>				
Spelling				Prefixes			
<p>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.</p>				<p>Spelling Words: Prefixes (-intra-, inter-, intro-)</p>	<p>Choose appropriately from the lessons. WTW (DC) - Sort 39</p>		
Grammar				Review Punctuation			
<p>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.</p>	<ul style="list-style-type: none"> I will use punctuation to set off nonrestrictive elements. 	<p>Punctuation Nonrestrictive/ Parenthetical Elements Commas</p>	<p>http://grammar.ccc.com/mnet.edu/grammar/pow/erpoint.htm <i>MI</i> <i>TP</i></p>		Teacher Selected Materials for Grammar Study		
Writing				Refer to Journeys Lessons 1-5, 12,14-15 Narrative			
<p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Engage Orient Narrator Logical</p>	<p>LC: p. 69</p>	<p>Refer to FSPS Writing Criteria A,B</p>			
<p>CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p>	<ul style="list-style-type: none"> 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. 	<p>Narrative Techniques Dialogue Pacing</p>	<p>WP: Ch. 6 LC: p. 27, p 43, p. 73</p>				

<p>.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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Variety Transition Clauses Convey Sequence</p>	<p>MM 4-5: p. 74, p. 155</p>	<p>Text Types & Purposes W.6.3</p> <p>Production/Distribution W.6.5 W.6.6 L.6.4c</p>
<p>.CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Precise Relevant Sensory Convey Techniques</p>	<p>CL: p. 68, 69, 70, p. 71</p>	
<p>CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • 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. 	<p>Conclusion Techniques</p>	<p>LC: Book 4, p. 133 LC: Book 2, p. 137 CL: p. 70, p. 71, p.103</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will use guidance from my peers and adults to plan, revise, and edit my writing. 	<p>Revising Editing Conventions Command</p>	<p>GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45</p>	
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>Collaborate Sufficient Command</p>	<p>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/ReadWriteThink.html (T)</p>	

	type three pages in one setting.			
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word. 	<p>Consult Digital Pronunciation Clarify Precise</p>	<p>http://dictionary.reference.com/ <i>WTW</i>: p.253 & 265 (Greek and Latin roots) <i>BWL</i> <i>WJ</i>: Chapter 7</p>	

W-3 State Assessments

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension						
<p>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).</p>	<ul style="list-style-type: none"> I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text. 	<p>Analyze Elaborate Informational text</p>	<p><i>STW2</i>: p. 171-178; p. 210 <i>STW1</i>: p. 117-121</p>	<p>Teacher Selected Read-Aloud (Series of Historical Events/ Scientific Ideas/ Technical Procedure) Teacher</p>		
<p>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.</p>	<ul style="list-style-type: none"> I will determine the author’s point of view and explain how it is conveyed through the text. 	<p>Point of view Conveyed</p>	<p><i>CT</i>: Book 5, p. 44, Lesson 20 <i>STW</i>: p. 169-171</p>			
<p>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.</p>	<ul style="list-style-type: none"> I will utilize media or graphics to develop a coherent understanding of a topic. 	<p>Integrate Quantitatively Utilize Coherent</p>	<p><i>GRW</i>: p.403 (T) <i>STW1</i>: p. 117-121 (T) <i>CT</i>: p. 69, Lesson 10</p>			
Spelling				Latin Roots	<p>Choose appropriately from the lessons.</p> <p>WTW (DC) - Sort 42</p>	
<p>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.</p>				<p>Spelling: Root Words (-duce/-duct-, -ced/-cess/-ceed)</p>		
Grammar						
<p>CC. L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC. L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> I will use the relationship between words to better understand each word’s meaning. 	<p>Cause/effect</p>	<p>http://www.readwritethink.org/ http://www.readworks.org/ <i>GRW</i> (figurative language) <i>WP</i>: p. 45 (figurative language) <i>LC</i>: Book 6, p. 175, Lesson 13</p>	<p>Relationship Between Words</p>	<p>Teacher Selected Materials for Grammar Study</p>	

Writing			
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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. 	<p>Classification</p> <p>Cause/effect</p> <p>Formatting</p> <p>Multimedia</p>	<p>NCL: p. 59-60</p> <p>NCL: p. 62</p> <p>NCL: p. 76</p> <p>NCL: p. 86</p> <p>NCL: p. 94 (6)</p> <p>NCL: p. 95, Lesson Appendix P (T)</p> <p><i>Is That a Fact:</i> p. 52 (T)</p>
<p>CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> 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. 	<p>Relevant facts</p> <p>Concrete details</p> <p>Informative piece</p> <p>Conveys</p>	<p>NCL: p. 91</p> <p>NCL: p. 99</p> <p>NCL: p. 101</p>
<p>CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. 	<p>Informative piece</p> <p>Conveys</p> <p>Clarify</p> <p>Transitions</p>	<p>NCL: p. 93</p>
<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> 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. 	<p>Informative piece</p> <p>Conveys</p> <p>Precise</p> <p>Domain-specific</p> <p>Inform</p> <p>Explain</p>	<p>NCL: p. 96, 97</p>

Inform: Instruct

*sequential paragraph

Refer to FSPS Writing Criteria D

Text Types & Purposes

[W.6.2](#)

Production/Distribution

[W.6.5](#)

[W.6.6](#)

<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> • I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>
<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • I will write to conveys ideas, where I provide a supportive explanation. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>
<p>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.</p>	<ul style="list-style-type: none"> • I will use guidance from my peers and adults to plan, revise, and edit my writing. 	<p>Revising Editing Conventions Command</p>	<p>GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Collaborate Sufficient Command</p>	<p>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)</p>

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)		
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).	<ul style="list-style-type: none"> I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text. 	Analyze Elaborate Informational text	<i>STW2</i> : p. 171-178; p. 210 <i>STW1</i> : 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.	<ul style="list-style-type: none"> 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	<i>GRW</i> : p. 402-404 (T)			
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.	<ul style="list-style-type: none"> I will utilize media or graphics to develop a coherent understanding of a topic. 	Integrate Quantitatively Utilize Coherent	<i>GRW</i> : p.403 (T) <i>STW1</i> : p. 117-121 (T) <i>CT</i> : p. 69, Lesson 10			
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).	<ul style="list-style-type: none"> I will compare and contrast two authors’ presentation of the same event or topic. 	Compare Contrast Memoir Biography	<i>STW</i> : p. 169-171 <i>CT</i> : Book 6, p. 2, Lesson 22 <i>STW1</i> : p. 137 (T) <i>GRW</i> : Appendix 34			
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.	<ul style="list-style-type: none"> I will interpret figures of speech in context. 	Interpret Personification Figures of speech	http://www.readwritethink.org/ http://www.readworks.org/ <i>GRW</i> (figurative language) <i>WP</i> : p. 45 (figurative language) <i>LC</i> : Book 6, p. 175, Lesson 13			

Spelling				Predictable Spelling Changes Spelling: -ceiv-/cep-, -tain/-ten- Review -nounce/-nunc-	Choose appropriately from the lessons. WTW (DC) - Sort 43
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				Connotations of Words with Similar Denotations	Teacher Selected Materials for Grammar Study
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., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	<ul style="list-style-type: none"> 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		
Writing				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.6.2 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.	<ul style="list-style-type: none"> 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. 				
Refer to Journeys Lessons 29-30 Lesson 17: Problem/Solution Research to Build and Present Knowledge Standards *brief notes *problem/solution paragraph					

<p>CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> 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. 	<p>Relevant facts Concrete details Informative piece Conveys</p>	<p><i>NCL</i>: p. 91 <i>NCL</i>: p. 99 <i>NCL</i>: p. 101</p>	<p>Research to Build & Present Knowledge</p> <p>W.6.7</p> <p>W.6.8</p> <p>L.6.3a</p>
<p>CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas. 	<p>Informative piece Conveys Clarify Transitions</p>	<p><i>NCL</i>: p. 93</p>	
<p>CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> 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. 	<p>Informative piece Conveys Precise Domain-specific Inform Explain</p>	<p><i>NCL</i>: p. 96, 97</p>	
<p>CC. W.6.2e Establish and maintain a formal style.</p>	<ul style="list-style-type: none"> I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style. 	<p>Informative piece Conveys Formal style</p>	<p><i>Is That a Fact?</i></p>	
<p>CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> I will write to conveys ideas, where I provide a supportive explanation. 	<p>Concluding statement Informative piece Convey</p>	<p><i>Is That a Fact?</i></p>	

<p>CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that use several sources to answer a specific question. 	<p>Inquiry</p>	<p>LC: pg. 161-165</p>	<p>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)</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>Relevant Credibility Quote Paraphrase Plagiarism Bibliographic</p>	<p>CT: Book 6, pg. 2-13, Lesson 22</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I will vary sentence patterns for interest and style. 	<p>Vary</p>	<p>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</p>	