		Module 1 Reading		Module 1 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
	NG FOCUS: Narrative						G FOCUS: Narrative	
W-1	us of reading and writing mu	ust be combined. This nd Routines/Pre-Assessn		o develop and assess			integrate ideas	
Aug. 17-21		-Aloud Teacher Selected		Rules and Routines/Pre-Assessment Suggested Skills Refer to Journeys Lessons 1 & 2 VCV Syllable Pattern Short Vowels				
W-2 Aug. 24-28	Key Ideas & Details RL.6.2 RL.6.3 L.6.4a	Author's Purpose Infer/Predict	J - L 2 "Knots in My Yo-yo String" (Autobiography-930L)	Refer to Journeys Lessons 1 & 2 Review of Sentence Structure: Parts of Speech L.6.1	Refer to Journeys Lessons 1 & 2 VCCV Syllable Pattern Review VCV Syllable Review Short/ Long Vowels	Text Types & Purposes W.6.3	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 RL.6.2 RL.6.3 Integration of Knowledge & Ideas RL.6.7 RL.6.9	Story Structure Summarize Sequence of Events Drawing Conclusions Recount Evaluate	Extended Text Study	J – L 3 Review of Sentence Structure: Subjects & Predicates L.6.1 Refer to Journeys Lessons 11 (day 3), 13 & 16 Linking Verbs & Verb Tenses L.6.1	J – L 3 Stressed and Unstressed Syllables Vowel Sounds:/ou/, /ōō/, /ô/, /oi/ J – L 4 VCCCV Syllable Pattern Vowel + /r/ Sounds J – L 5 Homophones Homophones	Text Types & Purposes W.6.3 Production/ Distribution W.6.5 W.6.6 L.6.3b	Refer to Journeys 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 RI.6.2 Integration of Knowledge & Ideas RI.6.8 RI.6.9	Main Idea & Details Comparison Author's Purpose Drawing Conclusions	Research Connections	J – L 11 (day 4 spiral) Subjective Pronouns L.6.1a	J-L6 Silent Consonants in Multisyllable Words Words with <i>ie</i> and <i>ei</i> J-L7 Schwa in Unstressed Syllables Final /∂r/	Text Types & Purposes W.6.1 Research to Build & Present Knowledge W.6.8	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative *brief notes Refer to FSPS Writing Criteria E	

- 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			

		Module 2 Reading		Module 2 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
FSPS READ	ING FOCUS: Informational	(Inform) and Integrate Po	petry		TLI WRITING FO	CUS: Informational: Hi	story/Social Studies	
The focus	of reading and writing n	nust be combined. This	requires using evidence t	o develop and asses	ss the student's ability to	paraphrase, infer, an	d integrate ideas.	
W-1 Oct. 5-9	Key Ideas & Details RL.6.3 Craft and Structure RL.6.5 L.6.5a	Understanding Characters Infer/Predict	<mark>J – L 15</mark> " Team Moon " (Narrative Nonfiction 880L)	Objective Pronouns L.6.1a	J – L 8 Common Final Syllables Final /∂n/, /∂l/, and /∂r/	Text Types & Purposes W.6.1	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E	
			END OF FIRST QUAR	RTER October 15, 2	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 in-, im-, ir-, il- J – L 13 Consonant Alternations More Words with – ion J – L 15 Common Final Syllables Final /iz/, /iv/, /ij/	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	

		Module 2 Reading		,	Module 2 Wr	iting	
Dates	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 RI.6.7 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 –ent or – ant	Text Types & Purposes W.6.2 Research to Build & Present Knowledge W.6.7 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 RL.6.6 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: -able - ible, -ate	Text Types & Purposes W.6.1	Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E
Nov. 26-28			THANKS	GIVING RECESS			

- 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				

		Module 3 Reading		Module 3 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
FSPS REAL	DING FOCUS: Author Study				FSPS WRITING FOCU		ive (Story Starters)	
	The focus of	reading and writing must	be combined. This require	es using evidence to devel	op and assess the student's abili	ity to paraphrase		
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-, 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 ad-, ob-, af-, ap-, as- Words - Silent Letters WTW (DC) – Sort 20 Greek/ Latin Number Prefixes (mono-, bi-, tri-) WTW (DC) – Sort 21 Greek/Latin Elements Size (micro-, mega-)	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 1	7. 2015 WINTE	R 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 (-auto-, - bio-, -geo-, -graph-, - meter-, -peri-,-phon-, - photo-, -tele-)	Text Types & Purposes W.6.2 Research to Build & Present Knowledge W.6.7	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 (-spect-, - port-)	W.6.8	Refer to FSPS Writing Criteria C	

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RL6.4.
- 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.

Add	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 3 of the Year at a Glance)										
	(<i>Bold</i> stan	dards are not listed o	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.										
	I nese vocab	ulary terms are to be kr	nown by the end of the Q		w are just suggested k	ey words.					
Reading Genres	RL Standards	RI Standards	Text Features:	Text Features:	Text Features:	Writing Copros	Technology				
Reading Octiles	RE Standards	KI Statiuarus	Print	Graphic	Organizational	Writing Genres	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				

		Module 4 Reading		Module 4 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
FSPS READIN	NG FOCUS: Science/Techn	ical Text and/or Series of	Historical Events		FSPS W	RITING FOCUS: Analyt	ical Inform/Explain	
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	ires using evidence to de 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 (-mar-, -scrib-, -	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	

END OF THIRD QUARTER March 11, 2016 SPRING RECESS March 21-25, 2015	W-6 Mar. 7-11 W-7 Mar. 14-18	Craft & Structure RL.6.5 RI.6.5 Integration of Knowledge & Ideas RL.6.7 L.6.4a	Sequence Key Details	J – L 20 "Bodies from the Ash" (Informational Text 1140L)		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
---------------------------------------------------------------------	---------------------------------------	--------------------------------------------------------------------------------	-------------------------	--------------------------------------------------------------------	--	---------------------------------------------------------------------------	-------------------------------------------	----------------------------------------------------------

- 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)								
Instructiona	al Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language	Language Standards		
Mini-L Guided Reading/Li	Aloud esson terature Discussion oups	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				
Independe	nt 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)			
Wri	ting			W.6.3- W.6.4,W.6.9a W.6.10	SL.6.1-SL.6.6		sted in review weeks in iting)		
Vocal	bulary	RL.6.4	RI.6.4			L.6.1	l-L.6.6		
Modu	ıle 4 Essential Vocabu	lary These vocabulary t	erms are to be known	n by the end of the grad	de level. Listed below are j	ust suggested key w	ords.		
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		

		Module 5 Reading	30110023 0111 0	Module 5 Writing					
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing		
FSPS READIN	NG FOCUS: Technical Proc	edure			FSPS WRITIN	G FOCUS: Story Start	ers, Inform:Instruct		
The fo	cus of reading and writin	g must be combined. Th	nis requires using evidenc	e to develop and asses.	s the student's ability to	paraphrase, infer, ar	nd integrate ideas.		
State Asses	State Assessment 6th Grade WINDOW 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.								
	Vay Idaga P Dataila	assessment so	neauling. Individual scho	ois and teachers have j	lexibility 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 (intra-, inter-,intro-)	Purposes W.6.3 Production/ Distribution W.6.5 W.6.6 L.6.4c	Refer to Journeys Lessons 1-5, 12, 14-15 Narrative Refer to FSPS Writing Criteria A,B		
W-3 Apr. 11-15	Pla	aceholder week for State	e Assessment Testing: Th	ne actual placement of	this week will be determ	ined 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 (-duce/-duct-, -ced-/-cess-/-ceed)	Text Types & Purposes W.6.2 Production/ Distribution W.6.5 W.6.6	Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D		

- 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	

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		Module 6 Reading		Module 6 Writing					
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing		
FSPS READING	G FOCUS: Series of Historical	Events				FSPS WRITING	FOCUS: Brief Notes		
	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 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 Journeys Lessons 29-30 Lesson 17: Problem/Solution Research to Build and Present Knowledge Standards *brief notes *problem/solution paragraph		
			END OF FOURTH QL	JARTER May 25, 2016	5				

- 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.6.16.7,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: Text Features: Text Features: Text Features: Organizational Writing Genres Terms									
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution- Paragraph	Review All		

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			Comprehension/	 Journeys 	(OPTIONAL)
CC.RL.6.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Refer to FSPS Ongoing CCSS Grade 6)	I will use evidence from the text to support my analysis of what the text says and inferences I make.	Textual evidence Analysis Explicitly Inference	GRW: p. 365(T) TDC: p.18-19 (T) TC: Book 4, p. 14, Lesson 11 p. 106 RP: p. 81-90 SW-2: p. 141-142 CT: Book 4, p. 47, Lesson 14	Fluency Read to Self (on level texts) Retell a familiar text Rules and Routines/Pre- Assessment Suggested Read-Aloud Teacher Selected Read-Aloud	Assessments and Materials	Every child will be assessed with the initial diagnostic tool called the Comprehensive Screening Assessment that comes with the Houghton Mifflin
	Vocabulary			TARGETED	• Journeys	series. This
CC. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CC.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Refer to FSPS Ongoing CCSS Grade 6)	I will use context clues to figure out the meaning of words and phrases.	Context clues Function	http://dictionary.refere nce.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7	VOCABULARY & STRATEGIES Setting up rules and routines Word Study & Decoding Setting up rules and routines	Assessments and Materials	assessment should be completed during the first two weeks of school.
	Grammar			<u>Grammar</u>	 Journeys 	
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Complete Sentences	Recognize Variations Strategies Expression Conventional language	http://languagearts.pp pst.com/index.html MI EE	Review Complete Sentences	Assessments and Materials	
	Writing			<u>Writing</u>	 Journeys 	(OPTIONAL)
CC. W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Refer to FSPS Ongoing CCSS Grade 6)	I will write for an appropriate time based on a specific task, purpose, and audience.	Routinely Reflection Revision	GRW: Chapter 5 WP: Chapters 1 & 2 LC: Book 1 WBT	Review Writing Process Setting up rules and routines	Assessments and Materials	Writing Pre- Prompt Comprehensive Screening Assessment

FOR I SWITH PUBLIC SCHOOLS - GRADE & CUITCUIUM: Literacy & Integrated Content								
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS		
	Comprehension	Comprehension/	<mark>J – L 2</mark>	(OPTIONAL)				
idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.RL.6.3 Describe how a particular story's	 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. I will describe how a story's plot 	Conveyed Portrayed Summary Theme Central idea Episodes	TDC: p. 19-22 (T) GRW: p. 361-362 (T) STW2: p. 188-190 CT: p. 56, Book 4, Lesson 15 RP: p. 99-113 (T) CT: p. 120-124 GRW: p. 441-446	Fluency J - L 2 Skill: Author's Purpose Strategy: Infer/Predict	Read Aloud "The Assignment" T84-T85 Projectable 2.1 (Model Oral Fluency) CLLG: p. 43 Target Vocabulary T85 Main Selection "Knots in	T126 Weekly Test 2.5-2.7		
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.	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.	Plot Resolution Analyze Elaborated Anecdotes	p. 17-23 TDC: p. 19-22 (T) GRW: p. 395-396 (T) GRW: p. 396-397 (T) BWL: p. 72, Chapter 5 TDC: p. 156	Genre: Autobiography	My Yo-Yo String" T92- T103 CLLG: p. 42 Introduce: Author's Purpose; Infer/Predict T90-T91 Projectable 2.2 (Author's Purpose; Infer/Predict) PB: p.13 Projectable 2.3a, 2.3b, 2.3c (Inference Map: Author's Purpose) Stop & Think T95, T97 Deepen comprehension: Author's Purpose T108- T109 Projectable 2.4 (Inference Map: Connect Author's Viewpoint PB: p.14 AL: author's purpose, infer, author's viewpoint, bias Connect To "Sporty Poetry" T104-T107 MC: T107 CLLG: p. 43			

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10000000				Targeted Vocabulary & Strategies	Introduce Vocabulary	(OPTIONAL)
CC.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CC.L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	I will use common Greek and Latin affixes and roots to figure out word meaning.	Greek Latin Affixes Roots	http://dictionary.refere nce.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7	Strategies J-L2 Strategy: Suffixes: -er, -or, -ar, -ist, -ian, -ent WORD CARDS Cards 12-20 Target Vocabulary: mentor, employed, scholastic, grimly,	J – L 2 T86-T87 Develop Background "The Assignment"	T126 Weekly Test Target Vocabulary Suffixes –er, -or, -ar. –ist, -ian, -ent 2.2-2.4
				contested, tumult, pursuit, culprit, deprived, miraculous	-ist, -ian, -ent Projectable 2.5 (Suffixes -er, -or, -ar, -ist, -ian, -ent) PB: p. 15 AL: affix, base word, suffix	
	Spelling				J – L 1 Detailed Spelling	Choose
Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. CC.L.6.2b Spell correctly. Spelling Words: Lesson 1 (Basic) batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful (Review) swift, tense, modern, grasp, bundle (Challenge) salary, quintet, magnetic, tepid, intact Spelling Words: Lesson 2 (Basic) scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat (Review) disagree, compose, awake, unwise, release (Challenge) ratify, serene, refute, appraise, humane				Choose appropriately from the lessons. J - L 1 VCCV Syllable Pattern J- L 2 VCV Syllable Pattern Spelling: Short Vowels	Plan T44-T45 Day 1: Teach the Principle/Pretest PB: p.4 Day 2: Word Sort PB: p. 5 Day 4: Connect to Writing PB: p. 6 Day 5: Assessment J-L2 Decoding T111 Detailed Spelling Plan T116-T117 Day 1: Teach the Principle/ Pretest PB: p. 16 Day 2: Word Sort PB: p. 17 Day 5: Assessment	appropriately from the lessons. J - L 1 T55 Weekly Decoding Test 1.6-1.7 T45 Spelling Assessment J - L 2 T127 Weekly Decoding Test 2.8-2.9 T117 Spelling Assessment

	Choose appropriately	J – L 1 <u>Detailed</u>	(OPTIONAL)			
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I will learn to write and identify complete sentences. I will be able to write and identify different kinds of sentences.	Recognize Variations Strategies Expression Conventional language	http://languagearts.pp pst.com/index.html M/ EE	Choose appropriately from the lessons. J - L 1 Complete Sentences Subjects and Predicates Parts of Speech AL: complete sentence, fragment, complete subject, complete predicate J - L 2 Kinds of Sentences AL: declarative, imperative, interrogative, exclamatory	 Grammar Plan T46-T49 Day 1: Teach subjects & predicates Projectable 1.6 PB: p. 7 Day 2: Teach complete subjects & predicates Projectable 1.7 PB: p. 8 Day 3: Fragments & Run-ons Projectable 1.8 PB: p. 9 Day 4: Review Complete Sentences and Fragments Spiral Review: Contractions PB: p. 10 Day 5: Connect to Writing (Sentence Fluency) PB: p. 11 J-L2 T118-T119 Day 1: Teach Declarative and Interrogative projectable 2.6 PB: p. 19 Day 2: Teach Imperative and Exclamatory Sentences Projectable 2.7 PB: p. 20 Day 4: Review Kinds of Sentences Spiral Review: Verb 	(OPTIONAL) T55 Weekly Test 1.8-1.9 T127 Weekly Tests 2.10-2.12
					Sentences	

	Writing		<u> </u>	
CC. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CC.W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I will write a real narrative with descriptive details and effective techniques where I engage and orient the reader by establishing a context, introduce a narrator and/or characters, and organize a logical event sequence.	Engage Orient Narrator Logical	<i>LC</i> : p. 69	Refer to <i>Journeys</i> Lessons 1-5, 12, 14-15 Narrative Text Types & Purposes
CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	I will write a real narrative with descriptive details and effective techniques where I use dialogue, descriptions and pacing to develop experiences, events and characters.	Narrative Techniques Dialogue Pacing	WP: Ch. 6 LC: p. 27, p 43, p. 73	W.6.3 L.6.3a
CC.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I will write a real narrative with descriptive details and effective techniques where I use transitional words, phrases, and clauses to convey sequence and signal shifts.	Variety Transition Clauses Convey Sequence	<i>MM 4-5:</i> p. 74, p. 155	
CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I will write a real narrative with descriptive details and effective techniques where I use precise words and phrases, relevant details, and sensory language to convey experiences and events.	Precise Relevant Sensory Convey Techniques	<i>CL</i> : p. 68, 69, 70, p. 71	
CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.	I will write a real narrative with descriptive details and effective techniques where I provide a conclusion that flows with the given experiences or events.	Conclusion Techniques	LC: Book 4, p. 133 LC: Book 2, p. 137 CL: p. 70, p. 71, p.103	
CC.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.	 I will vary sentence patterns. I will write for interest and style. 	Sentence patterns Interest Style	http://www.writingwith clarity.com/2011/07/ make-writing-more- lively-and-effective- vary-your-sentence- patterns/	

TORTS			WHOLE COOLD LESCONS	u Content		IVII- WEEK 3-3
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Teacher may choose standards Refer to FSPS Extended Text S Refer to FSPS Vocabulary Instr Key Ideas & Details RL.6.2 RL.6.3 Integration of Knowledge & Ideas RL.6.7	tudy Criteria				Story Structure Summarize Sequence of Events Drawing Conclusions Recount Evaluate	
CC.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	 I will determine the theme or central idea and explain how it is portrayed through details. I will summarize a text and leave out my personal opinion. 	Conveyed Portrayed Summary Theme Central idea	TDC: p. 19-22 (T) GRW: p. 361-362 (T) STW2: p. 188-190 CT: p. 56, Book 4, Lesson 15 RP: p. 99-113 (T) CT: p. 120-124		Evaluate	
CC.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	 I will describe how a story's plot unfolds using a series of episodes. I will explain how the characters respond or change as the plot advances. I will analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text. 	Episodes Plot Resolution Analyze Elaborated Anecdotes	GRW: p. 441-446 p. 17-23 TDC: p. 19-22 (T) GRW: p. 395-396 (T) GRW: p. 396-397 (T) BWL: p. 72, Chapter 5 TDC: p. 156			

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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 TDC: p. 143-146 (T)			
CC.RL.6.9 Compare and contrast texts in different forms or genre (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	I will compare and contrast texts of different forms on their treatment of the same theme or topic.	Compare Contrast Genre Theme	<i>STW1</i> : p. 67-80 <i>STW2</i> : p. 307 <i>TDC</i> : p. 143-146 (T)			
	Spelling			<mark>J – L 3</mark>	 Decoding T187 	
Refer to FSPS Ongoing CC	Stressed and Unstressed Syllables	J – L 3 Detailed Spelling Plan T192-T193 • Day 1: Teach the	T203 Weekly Decoding Test 3.12-3.13			
Spelling Words: (Basic) mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary (Review) royal, naughty, avoid, announce, cartoon (Challenge) bountiful, aloof, adjoin, taut, turquois				Spelling: Vowel Sounds: /ou/, /ōō/, /ô/, /oi/	Principle/Pretest PB: p. 28 Day 2: Word Sort PB: p. 29 Day 5: Assessment	T193 Spelling Assessment
	Spelling Words: rd, radar, earnest, afford, u yearn, fierce, starch, form v) earth, further, squirm, pai rizontal, circuit, reimburse, f	iula don, perform	hearse, mourn, surface, parcel,	J – L 4 VCCCV Syllable Pattern Spelling: Vowel + /r/ Sounds	 Decoding T261 J - L 4 Detailed Spelling Plan T266-T267 Day 1: Teach the Principle/Pretest PB: p. 40 Day 2: Word Sort PB: p. 41 Day 5: Assessment 	T277 Weekly Decoding Test 4.6-4.7 T267 Spelling Assessment
(R	Spelling Words: nt, write, muscle, mussel, prionary, stationery, coward, eview) berry, bury, hangar, ge) barren, baron, burrow,	cowered hanger	mary, summery, sight, cite, site,	J - L 5 Homophones Spelling: Homophones	 Decoding T331 J - L 5 Detailed Spelling Plan T336-T337 Day 1: Teach the Principle/Pretest PB: p.52 Day 2: Word Sort PB: p. 53 Day 5: Assessment 	T347 Weekly Test 5.8-5.9 T337 Spelling Assessment

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	Grammar			J – L 3	J – L 3 <u>Detailed Grammar</u>	(OPTIONAL)
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I will be able to identify complete subjects and predicates. I will write sentences with complete subjects and predicates. I will use correct verb tense.	Recognize Variations Strategies Expression Conventional language	http://languagearts.pppst.co m/index.html MI EE	Review of Sentence Structure Subjects and Predicates Refer to J- L 11 (Day 3), 13 & 16 Linking Verbs Verb Tenses AL: compound subject, compound predicate	Plan T194-T196 Day 1: Teach Identifying Simple Subjects Projectable 3.6 PB: p. 31 Day 2: Teach Compound Subjects and Predicates Projectable 3.7 PB: p. 32 Day 3: Teach Subjects in Imperatives and Interrogatives Projectable 3.8 PB: p. 33 Day 4: Review Subjects and Predicates Spiral Review: Using Adjectives and Adverbs PB: p. 34	T203 Weekly Tests 3.14-3.15
	Writing				FB. β. 34	
CC. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CC.W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I will write a real narrative with descriptive details and effective techniques where I engage and orient the reader by establishing a context, introduce a narrator	Engage Orient Narrator Logical	<i>LC</i> : p. 69		Refer to Journeys Lessons 1-5, 12, 14-15 Narrative Text Types & Purposes W.6.3	
CC.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	and/or characters, and organize a logical event sequence. • I will write a real narrative with descriptive details and effective techniques where I use dialogue, descriptions and pacing to develop experiences, events and characters.	Narrative Techniques Dialogue Pacing	<i>WP</i> : Ch. 6 <i>LC</i> : p. 27, p 43, p. 73		Production/Distribution W.6.5 W.6.6 L.6.3b	

.CC.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I will write a real narrative with descriptive details and effective techniques where I use transitional words, phrases, and clauses to convey sequence and signal shifts.	Variety Transition Clauses Convey Sequence	<i>MM 4-5</i> : p. 74, p. 155	Narrative
.CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I will write a real narrative with descriptive details and effective techniques where I use precise words and phrases, relevant details, and sensory language to convey experiences and events.	Precise Relevant Sensory Convey Techniques	<i>CL</i> : p. 68, 69, 70, p. 71	
CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.	I will write a real narrative with descriptive details and effective techniques where I provide a conclusion that flows with the given experiences or events.	Conclusion Techniques	LC: Book 4, p. 133 LC: Book 2, p. 137 CL: p. 70, p. 71, p.103	
CC.L.6.3b Maintain consistency in style and tone.	 I will maintain a consistent style in writing. I will maintain a consistent tone in writing. 	Consistent Style Tone	http://www.umuc.edu/writing center/onlineguide/chapter3- 21.cfm http://grammar.ccc.commnet .edu/grammar/composition/t one.htm	

		FORT SMITH	PUBLIC SCHOOLS - GE	RADE 6 Curriculum: Literacy 8	& integrated Conten	Ţ	M1- WEEK 6-/
COMMON CORE STATE S	STANDARDS	OBJECTIV	/E ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Compre	hension: Rese	arch Connections				•
 Refer to FSI 	y choose standards PS Research Conne PS Vocabulary Instru	ctions Criteria	n the research connections g	enre		ected Materials for Research C r to Year at A Glance for Stand	
Key Ideas & Details RI.6.2						Main Idea & Details Comparison	
Integration of Knowledge & Ideas RI.6.8 RI.6.9						Author's Purpose Drawing Conclusions	
	I	, , T	Overhall	OT Deal For Ed. 1			
cc.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	I will determine idea of a text ar how it is suppor details. I will summa informational to leaving out my opinion	nd explain ted by key arize ext while personal	Central idea Conveyed Summary Judgments Informational text	CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124			
cc.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	 I will trace and e argument and cl text. I will identify clai supported with r those that are no 	aims in a ms that are easons and	Trace Evaluate Argument Claim Distinguishing Evidence	CT: Book 4, Lesson 11, p. 24 STW2: p.166-169			
CC.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I will compare at two authors' pre the same event	sentation of	Compare Contrast Memoir Biography	STW: p. 169-171 CT: Book 6, p. 2, Lesson 22 STW1: p. 137 (T) GRW: Appendix 34			

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Refer to FSPS Ongo	Spelling ing CCSS Grade 6 for CC CC.L.6.2b Spell correctl	J – L 6 Silent consonants in Multisyllable Words	● Decoding T41 J – L 6 Detailed Spelling Plan T46-T47	T57 Weekly Decoding Test		
Spelling Words: (Basic) brief, review, relieve, foreign, freight, yield, seize, field, fiery, conceited, grief, belief, beige, leisure, reign, receipt, neither, veil, deceive (Review) thief, view, niece, pier, height (Challenge) reprieve, wield, feign, conceive, retrieve			Spelling: Words with <i>ie or ei</i>	 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 	6.6-6.7 T47 Spelling Assessment	
(Review) c	Spelling Words: , familiar, similar, superior, nar, director, junior, schola alendar, weather, mayor, l alator, cursor, geyser, per	r, particular laugher, popular		J – L 7 Schwa in Unstressed Syllables Spelling: Final / r/	 Decoding T113 J-L7 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			J – L 11 (day 4	<u>Detailed Grammar Plan</u> J – L 11 T46-T49	(OPTIONAL)
CC.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive). (The entire standard is not addressed in this Journeys lesson.)	I will use pronouns in the proper case.	Pronouns Proper case Subjective	http://languagearts.pppst.com /index.html MI EE	spiral review) Subjective Pronouns AL: pronoun, subject pronoun, object pronoun	 Day 1: Teach Subject Pronouns Projectable 11.6 PB: p. 127-129 Day 2: Teach Pronouns in Compounds Projectable 11.7 p. 128 	T55 Weekly Tests 11.8-11.9

	Writing			Refer to <i>Journey</i> s
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	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	Lessons 21-25 (Opinion Structure) Argumentative
	reasons/evidence clearly.		?utf8=%E2%9C%93&filters% 5Bsubject%5D=ela&query=ar qumentative+writing&commit =Search+lessons	*brief notes Text Types & Purposes
CC. W.6.1b I will write an argument with clear reasons and relevant evidence, where I support	I will write an argument with clear	Claims Relevant	WBT: p. 130-146 Teaching Argument	W.6.1 Research to Build & Present Knowledge
claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic.	reasons and relevant evidence, where I support claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic.	evidence Credible	Writing—George Hillocks http://learnzillion.com/lessons ?utf8=%E2%9C%93&filters% 5Bsubject%5D=ela&query=ar gumentative+writing&commit =Search+lessons	W.6.8
CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I will write an argument with clear reasons and relevant evidence, where I use words, phrases, and clauses to clarify relationships among claims and reasons.	Clauses Clarify Claims	LC: Book 3, p.183, Lesson 15 Teaching Argument Writing—George Hillocks http://learnzillion.com/lessons ?utf8=%E2%9C%93&filters% 5Bsubject%5D=ela&query=ar qumentative+writing&commit =Search+lessons	
CC. W.6.1d Establish and maintain a formal style.	I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style.	Argument Relevant evidence Formal style Establish	LC: Book 3, p. 195, Lesson 16 Teaching Argument Writing—George Hillocks http://learnzillion.com/lessons ?utf8=%E2%9C%93&filters% 5Bsubject%5D=ela&query=ar gumentative+writing&commit =Search+lessons	

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

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CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.	I will write an argument with clear reasons and relevant evidence, where I provide a concluding statement or section that flows from the presented argument.	Argument Relevant evidence Concluding statement	NCL: p. 102-103 NCL: Appendix R (T) Teaching Argument Writing—George Hillocks http://learnzillion.com/lessons ?utf8=%E2%9C%93&filters% 5Bsubject%5D=ela&query=ar gumentative+writing&commit =Search+lessons	Argumentative
CC.W.6.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	I will recall relevant information from experiences or gather relevant information from print and digital sources. I will summarize or paraphrase information in notes and finished work. I will provide a list of sources.	Relevant Digital Sources Summarize Paraphrase	CT: Book 6, Lesson 22, pg. 2-13	

storys or dramars plot unfolds in a series of episodes. Storys plot unfolds using a series of episodes. Analyze for the characters respond or change as the plot advances. I will enalyze 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. Analyze storys or dramars plot unfolds using a series of episodes. Storys plot unfold using the characters respond or change as the plot of a few and individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.R.L.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. 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. 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.		FORT SMITH PUBLIC SCHOOLS – GRADE 6 Curriculum: Literacy & Integrated Content M2- WEEK 1						
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 advances. • 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. • I will 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 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. • I will analyze how a particular sentence, chapter, scene, or stanza fits the theme, setting, or plot. • I will be contributed to the development of the theme, setting, or plot. • I will be contributed to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will contribute the development of the theme, setting, or plot. • I will contribute the development of the theme, setting, or plot. • I will contribute the development of the theme, setting, or plot. • I will contribute the development of the theme, setting, or plot. • I will contribute to the development of the theme, setting, or plot. • I will con	COMMON CORE STATE STANDARDS	OBJECTIVE		RESOURCES	LESSON FOCUS		ASSESSMENTS	
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Connect To "The Woman in the Moon" T324-T326						· .		
T324-T326								
Genre Folktale MC T327CLLG n 69						Genre: Folktale MC: T327CLLG: p.69		
Vocabulary TARGETED J - L 15 (OPTIONAL)		Vocabulary			TARGETER		(ODTIONAL)	
VOCABILLARY	CC.L.6.5 Demonstrate understanding of	1	Interpret	http://www.roadwritothink			, ,	
figurative language word relationships and	figurative language, word relationships, and						,	
nuances in word meanings. Spectri Context.	nuances in word meanings.	speech in context.						
CC.L.6.5a Interpret figures of speech STRATEGY: STRATEGY: WE him to the Mean Taget Vocabulary	CC.L.6.5a Interpret figures of speech		i iguica di apeccii	CPM (figurative				
(e.g., personification) in context. Suffixes Vocabulary Stratogies	(e.g., personification) in context.			. 0		5 0		
WP n 45 (figurative -ous, -lc, -ure Suffixes ous is use T322 T323				WP: p. 45 (figurative		, ,		
language) WORD CARDS Projectoble 15 5 (Suffixes ours is urs) 15.2-15.3							15.2-15.3	
1.C: Rook 6 p. 175 Cards 141-150 Population of the factor of the fac						· ·		
Lesson 13 ascent, perilous, unpredictability, AL: suffix					ascent, perilous, unpredictability	<u> </u>		
lunar, likelihood,					lunar, likelihood,	AL. Julia		
hovering, impending, presumably, option,					hovering, impending,			
presumably, option, random								

	FORT SMITH PUBL	IC SCHOOLS - (GRADE 6 Curriculum:	Literacy & Integra	ited Content M	12- WEEK 1
CC.L.6.2b Spell correctly. (Basic) section, musician, astonish, crucial ancient, permission, (Review	Spelling sing CCSS Grade 6 for CC.L.6.2 Spelling Words: I, emotion, establish, suspicion, direction, position, attention, office) common, dozen, quarrel, pronctual, endeavor, abdomen, kilo	shallow, rash, press cial, delicious, situal per, loyal	sure, impression, bashful,	J – L 8 Common Final Syllables Spelling: Final /∂l/, /∂n/, and /∂r/	Decoding T187 J-L8Detailed Spelling Plan T192-T193 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	T203 Weekly Decoding Test 8.11-8.12 T193 Spelling Assessment
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).	Grammar • I will use pronouns in the proper case.	Pronouns Proper case	http://languagearts.pppst. com/index.html MI EE	Objective Pronouns	Teacher Selected Materials for Gran	mmar Study
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.	Writing • 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/les sons?utf8=%E2%9C%93 &filters%5Bsubject%5D= ela&query=argumentativ e+writing&commit=Searc h+lessons		Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E Text Types & Purposes W.6.1	
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/les sons?utf8=%E2%9C%93 &filters%5Bsubject%5D= ela&query=argumentativ e+writing&commit=Searc h+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			

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

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				Literacy & integrated content	IVIZ VVLLIX I
	clauses to clarify		Writing—George		
	relationships among		Hillocks		
	claims and reasons.		http://learnzillion.com/les		
			sons?utf8=%E2%9C%93		
			<u>&filters%5Bsubject%5D=</u>		
			ela&query=argumentativ		
			<u>e+writing&commit=Searc</u> h+lessons		
CC. W.6.1d Establish and maintain a	- Luillurite en ergument	Argument	<i>LC:</i> Book 3, p. 195,	1	
	I will write an argument with clear research and	Relevant	Lesson 16		
formal style.	with clear reasons and				
	relevant evidence, where I	evidence	Teaching		
	establish and maintain a	Formal style	Argument		
	formal style.	Establish	<i>Writing</i> —George		
			Hillocks		
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			h+lessons		
CC.W.6.1e Provide a concluding	I will write an argument	Argument	<i>NCL</i> : p. 102-103	1	
statement or section that follows from the	with clear reasons and	Relevant	NCL: Appendix R		
argument presented.	relevant evidence, where I	evidence	(T)		
a. gae p. eeeea.	provide a concluding	Concluding	Teaching		
	statement or section that	statement	Argument		
		Statement			
	flows from the presented		Writing—George		
	argument.		Hillocks		
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehen Tagger may shape a standar	Tea	Teacher Selected Materials for Extended Text Study				
Teacher may choose standardRefer to FSPS Extended Text			Refer to Year at A Glance for Standards			
 Refer to FSPS Vocabulary Ins 		Г	Text Structure	7		
Craft and Structure RL.6.5					Describing Details	
RL.6.6					ğ .	
RI.6.5					Point of View	
RI.6.6					Summarize	
Integration of Knowledge & Ideas						
RL.6.9					Authors Purpose	
RI.6.9					Visualize	
Research to Build & Present Knowledge W.6.9a						
W.6.9b						
CC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	• I will analyze how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze Scene Theme Plot	GRW: p. 444 (T) GRW: p. 410-422 WP: p. 35-36 (T) GRW: p. 445-446 (T)			
CC.RL.6.6 Analyze how an author develops the point of view of the narrator or speaker in a text.	will analyze how an author develops the point of view of a narrator or text's characters.	Analyze Point of view Narrator	GRW: p. 397 (T) CT: Book 5, p.44, Lesson 20			
CC.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text	Analyze Structure Contributes	GRW : p. 402-404 (T)			

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.	and contributes to the development of the task. 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.RL.6.9 Compare and contrast texts in different forms or genre (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	I will compare and contrast texts of different forms on their treatment of the same theme or topic.	Compare Contrast Genre Theme	STW1: p. 67-80 STW2: p. 307 TDC: p. 143-146 (T)
CC.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I will compare and contrast two authors' presentation of the same event or topic.	Compare Contrast Memoir Biography	STW: p. 169-171 CT: Book 6, p. 2, Lesson 22 STW1: p. 137 (T) GRW: Appendix 34
CC.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC. W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	I will use evidence from literature to support analysis, reflection, and research in my writing.	Compare/contra st Genres Themes Evidence Analysis Reflection	LC
CC. W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	I will use evidence from informational text to support analysis, reflection, and research in my writing.	Nonfiction Trace Evaluate Argument Claims Evidence Informational	LC

	Spelling			J – L 12	Decoding T115		
Refer to FSPS Ongoing CCS CC.L.6.2b Spell correctly. (Basic) illegal, irregular, inability, immobile, irresi impartial, improper, inappropriate, imp (Review) informal, ir (Challenge) immerse	Recognizing Common Prefixes Spelling: Prefixes: in-, im-, il-, or ir-	 Decoding 1113 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				
(Basic) circulate, conclusion, possess, introduce except, discussion, oppose, estimation, conclusion (Review) educe (Challenge) detections	J - L 13 Consonant Alternations Spelling: Words with -ion	 Decoding T187 J - L 13 <u>Detailed Spelling Plan</u>	T203 Decoding Test 13.11-13.12 T193 Spelling Assessment				
(Basic) revise, active, shortage, college, encoura summarize, positive, heritage, memo (Review) storage, (Challenge) utilize, mortg	J – L 15 Common Final Syllables Spelling: Final /iz/, /iv/, and /ij/ Sounds	 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				
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). CC. L.6.1 Demonstrate command of the conventions of	Possessive Pronouns	Teacher Selected Materials for Gra	ammar Study				
standard English grammar and usage when writing or speaking. CC. L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.	Shifts in Pronoun Number & Person	Teacher Selected Materials for Gra	ammar Study				
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, wing strategies.	I will write an informative piece, which examines a topic and conveys ideas, where I	Classification Cause/effect Formatting Multimedia	NCL: p. 59-60 NCL: p. 62 NCL: p. 76 NCL: p. 86 NCL: p. 94 (6)	Refer to Journeys Lessons 16-18 Inform/Explain			
concepts, and information, using strategies such as definition, classification, comparison/	introduce a topic,		<i>NCL:</i> p. 95,		*descriptive paragraph		

contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	organize ideas with appropriate structure, and include formatting, graphics and multimedia when useful.		Lesson Appendix P (T) Is That a Fact: p. 52 (T)	Refer to FSPS Writing Criteria C Text Types & Purposes
CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Relevant facts Concrete details Informative piece Conveys	NCL: p. 91 NCL: p. 99 NCL: p. 101	Production/Distribution W.6.5 W.6.6
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL:</i> p. 93	L.O.4C
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic.	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL:</i> p. 96, 97	
CC. W.6.2e Establish and maintain a formal style.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?	

CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. CC.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	 I will write to conveys ideas, where I provide a supportive explanation. I will use guidance from my peers and adults to plan, revise, and edit my writing. 	Concluding statement Informative piece Convey Revising Editing Conventions Command	GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45	_
CC.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	 I will use digital tools to produce and publish my work. I will use the internet to interact and collaborate with my peers on writing projects. I will demonstrate a command of keyboarding skills to type three pages in one setting. 	Collaborate Sufficient Command	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/ Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ Think http://tenkely.org/Read Write Think.html (T)	
CC. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CC.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word.	Consult Digital Pronunciation Clarify Precise	http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehen:		·				
Teacher may choose standardRefer to FSPS Research ContRefer to FSPS Vocabulary Ins	Teacher	Selected Materials for Research Con	nections			
Key Ideas & Details RI.6.2 RI.6.3 Integration of Knowledge & Ideas RI.6.7 RI.6.8		Text & Graphic Features Summarize Key Ideas & Details				
Research to Build & Present Knowledge W.6.9b					Question	
CC.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text while leaving out my personal opinion.	Central idea Conveyed Summary Judgments Informational text	CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124			
CC.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text.	Analyze Elaborate Informational text	STW2: p. 171- 178; p. 21 STW1: p. 117- 121			
CC.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I will utilize media or graphics to develop a coherent understanding of a topic.	Integrate Quantitatively Utilize Coherent	GRW: p.403 (T) STW1: p. 117- 121 (T) CT: p. 69, Lesson 10			
CC.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	I will trace and evaluate the argument and claims in a text. I will identify claims	Trace Evaluate Argument Claim Distinguishing	CT: Book 4, Lesson 11, p. 24 STW2: p.166-169			

	that are supported	Evidence				
	with reasons and					
	those that are not.					
CC. W.6.9b Apply grade 6 Reading standards	• I will use evidence	Nonfiction	LC	-		
to literary nonfiction (e.g., "Trace and evaluate	from informational	Trace				
the argument and specific claims in a text,		Evaluate				
distinguishing claims that are supported by	text to support	Argument				
reasons and evidence from claims that are	analysis, reflection,	Claims				
not").	and research in my					
not).	writing.	Evidence				
		Informational			T = " === 1	
	Spelling			<mark>J – L 16</mark>	Decoding T37	T53 Weekly
Refer to FSPS Ongoing CC	SS Grade 6 for CC.L.6.2l	o when teaching spe	elling.	Comparing Related	<mark>J – L 16</mark> Detailed Spelling Plan	Decoding Test
CC.L.6.2b Spell correctly.				Words	T42-T43	
	Spelling Words:				Day 1: Teach the Principle/Pretest	16.6-16.7
(Basic) confident, fragrance, decent, truanc		ictant confidence e	xcellent decency	Spelling:	PB: p. 184	
brilliant, residence, occupant, reluctance	,		,	Suffixes	• Day 2: Word Sort PB : p. 185	T43 Spelling
	ant, distance, frequent, fre		in, occupancy		Day 5: Assessment	Assessment
				–ent, -ant	Day J. Assessment	ASSESSITICIT
(Challenge) inconven	ient, inconvenience, buoy	rant, buoyancy				(
COL (1D man about a surround of the conventions	Grammar	T		<mark>J – L 17</mark>	<mark>J – L 17</mark> <u>Detailed Grammar Plan</u>	(OPTIONAL)
CC.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when	I will use	Intensive	http://languagearts.pp pst.com/index.html	Intensive Pronouns	T118-T121	T127 Weekly
writing or speaking.	intensive pronouns	Pronouns	MI	AL: intensive	Day 3: Teach Reflexive Pronouns (need)	Tests
CC.L.6.1b Use intensive pronouns (e.g.,			EE	pronoun, reflexive	to use the term <u>intensive)</u>	17.9-17.10
myself, ourselves).			EE	pronoun	Projectable 17.8 PB: p. 201	.,,, .,,,
CC.L.6.1Demonstrate command of the conventions	I will identify and	Vague	http://languagearts.pp	promoun		
of standard English grammar and usage when		_	pst.com/index.html	1/		
writing or speaking.	correct vague	pronouns	MI	_ Vague	Toucher Coloated Materials for Crar	mmar Ctudu
CC.L.6.1d Recognize and correct vague	pronouns.	Ambiguous	EE	Pronouns	Teacher Selected Materials for Gran	IIIIai Siuuy
pronouns (i.e., ones with unclear or						
ambiguous antecedents).						
amaigueus amessasmoji	Writing				Refer to Journeys	
	witting					
					Lessons 16-18	
]		
CC.W.6.2 Write informative/ explanatory texts to	 I will write an 	Classification	<i>NCL:</i> p. 59-60		Inform/Explain	
examine a topic and convey ideas, concepts, and information through the selection, organization, and	informative piece,	Cause/effect	<i>NCL:</i> p. 62		*short research writing product	
analysis of relevant content.	which examines a	Formatting	<i>NCL:</i> p. 76		Short resourch writing product	
CC.W.6.2a Introduce a topic; organize ideas,	topic and conveys	Multimedia	<i>NCL:</i> p. 86		Defer to ECDC Writing Culturia C	
concepts, and information, using strategies	ideas, where I		<i>NCL:</i> p. 94 (6)		Refer to FSPS Writing Criteria C	
such as definition, classification, comparison/	introduce a topic,		<i>NCL</i> : p. 95,			
contrast, and cause/effect; include formatting	organize ideas with		Lesson			
(e.g., headings), graphics (e.g., charts, tables),	appropriate		Appendix P (T)			
and multimedia when useful to aiding	structure, and		Is That a Fact:			
comprehension.	include formatting,		p. 52 (T)			
comprehension.	include formatting,	ĺ	۲۰ ۵۲ (۱)	Ī		

	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.	I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Relevant facts Concrete details Informative piece Conveys	NCL: p. 91 NCL: p. 99 NCL: p. 101	
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL:</i> p. 93	
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative, 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.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?	

CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I will write to conveys ideas, where I provide a supportive explanation.	Concluding statement Informative piece Convey	Is That a Fact?	
CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I will conduct short research projects that use several sources to answer a specific question.	Inquiry	<i>LC:</i> pg. 161-165	20 great research sites http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T) Squidoo http://www.squidoo.com/k12interactiveresearch (T) NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)
CC. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	I will gather information from multiple sources (print and digital) and assess credibility of those sources. I will quote or paraphrase information found for my finished work. I will provide basic bibliographic information for my sources.	Relevant Credibility Quote Paraphrase Plagiarism Bibliographic	CT: Book 6, pg. 2-13, Lesson 22	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
				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. CC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I will analyze how an author develops the point of view of a narrator or text's characters. I will determine the author's point of view and explain how it is conveyed through the text.	Analyze Point of view Narrator Point of view Conveyed	GRW: p. 397 (T) CT: Book 5, p.44, Lesson 20 CT: Book 5, p. 44, Lesson 20 STW: p. 169- 171	Fluency J - L 16 Skill: Author's Purpose Main Idea & Details/ Point of View Strategy: Compare/ Contras Visualize Craft & Structure Genre: Informational Text; Poetry	"Viking Goddess: The Legend of Freya" T12-T13 Projectable 16.1 (Model Oral Fluency) CLLG: p. 71 Target Vocabulary T13 Main Selection "The Real Vikings" T20-T29 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	T52 Weekly Tests 16.4-16.5
				Essential Question: How do new clues match old ideas about Vikings?	AL: compare and contrast, summarize, text structure & Teacher Selected Read -Aloud (Point of View)	(227222)
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.	I will use the relationship between words to better understand each word's meaning.	Cause/effect	http://www.read writethink.org/ http://www.read works.org/ GRW (figurative language) WP: p. 45 (figurative language) LC: Book 6, p. 175, Lesson 13	Targeted Vocabulary & Strategies J - L 16 STRATEGY: Word Origins WORD CARDS Cards 151-160 TARGET VOCABULARY: ruthless, unearthed, ancestral, forge	J – L 16 Introduce Vocabulary T14-T15 Develop Background "Viking Goddess: The Legend of Freya T12-T13 "Artifacts: Windows into the Past" T16-T17	(OPTIONAL) T52 Weekly Tests Target Strategy Word Families 16.2-16.3
	Spelling		1	<mark>J – L 17</mark>	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 Grammar					J – L 17 Detailed Spelling Plan T116-T117 Day 1: Teach the Principle/Pretest PB: p. 196 Day 2: Word Sort PB: p. 197 Day 3: Word Families Day 5: Assessment J – L 18 Detailed Grammar Plan	Decoding Test 17.7-17.8 T117 Spelling Assessment (OPTIONAL)
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I will be able to correctly use and identify adjectives and adverbs. Recognize http://languagea rts.pppst.com/in dex.html Expression Conventional language MI EE			Adjectives and Adverbs	 T192-T195 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	3 3				
CC.W.6.1 Write arguments to support claims with clear reasons and relevant evidence CC. W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	I will write an argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly.	Argument Relevant evidence Claims	LC: Book 3, p. 71, Lesson, 6 p. 83, Lesson 7 NCL: p. 58-60 Teaching Argument Writing—George Hillocks http://learnzillion.com/lessons?utf8-%E2%9C% 93&filters%5Bsubject% 5D=ela&query=argume ntalive-writing&commit =Search+lessons		Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E Text Types & Purposes W.6.1	
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/le ssons?utf8-%E2%9C% 93&filters%5Bsubject% 5D=ela&query=argume ntative+writing&commit =Search+lessons			

CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	argument with clear reasons and relevant evidence, where I use words, phrases, and clauses to clarify relationships among claims and reasons.	Clauses Clarify Claims	LC: Book 3, p.183, Lesson 15 Teaching Argument Writing— George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	
CC. W.6.1d Establish and maintain a formal style.	I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style.	Argument Relevant evidence Formal style Establish	LC: Book 3, p. 195, Lesson 16 Teaching Argument Writing— George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	
CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.	I will write an argument with clear reasons and relevant evidence, where I provide a concluding statement or section that flows from the presented argument.	Argument Relevant evidence Concluding statement	NCL: p. 102-103 NCL: Appendix R (T) Teaching Argument Writing— George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	

	FORT SMITH PUBL		RADE 6 Curriculu	ım: Literacy & Inte		//3- Week 1
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			Comprehension/	J – L 17 Read Aloud "Qin's Brain: The Man Behind the Emperor"T82-T83	(Optional) T126 Weekly
CC.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text while leaving out my personal opinion.	Central idea Conveyed Summary Judgments Informational text	CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124	Fluency J - L 17 Skill: Fact and Opinion Strategy: Question Infer/Predict	 Projectable 17.1 (Model Oral Fluency) CLLG: p. 73 Target Vocabulary T83 Main Selection "The Emperor's Silent Army" T90-T103 CLLG: p.72 Introduce: Fact and Opinion; Question T88-T89 	Tests 17.4-17.6
CC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I will determine the author's point of view and explain how it is conveyed through the text.	Point of view Conveyed	CT: Book 5, p. 44, Lesson 20 STW: p. 169-171	Genre: Informational Text Essential Question: What can we prove about china's first emperor?	 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 AL: fact, opinion, analyze Connect To "Ancient China Visual Arts" T104-T107 MC: T107 CLLG: p. 73 	
	Vocabulary		1	<u>Targeted</u>	J – L 17	(Optional)
CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	I will distinguish among connotations and denotations of words.	Distinguish Connotations Denotations	http://dictionary.r eference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7	Vocabulary & Strategies J - L 17 STRATEGY: Word Families WORD CARDS: Cards 161-170 TARGET VOCABULARY: archaeologists, replicas, lustrous, elaborate, excavate, distinct, dignified, mythical, temperaments, precede	Introduce Vocabulary T84-T85 Develop Background "Qin's Brain" The Man Behind the Emperor"	T126 Weekly Tests Target Strategy Word Families 17.2-17.3

	FORT SMITH PUBLIC	m: Literacy & Inte	egrated Content	ИЗ- Week 1		
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					 Decoding T331 J - L 20 Detailed Spelling Plan T336-T337 Day 1: Teach the Principle/Pretest PB: p. 232 Day 2: Word Sort PB: p. 233 Day 5: Assessment 	T347 Weekly Decoding Test 20.6-20.7 T337 Spelling Assessment
CC. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • I will be able to identify correct subject-verb agreement. • I will be able to write sentences with correct subject-verb agreement. • I will be able to use regular and irregular verbs correctly. Recognize Variations Strategies Expression Conventional language Expression MI EE					Teacher Selected Materials for Gramm Refer to <mark>J –L19, J-L L 20</mark> for reso	
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. CC. W.6.1b I will write an argument with clear	I will write an argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly. I will write an	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.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons WBT: p. 130-		Refer to Journeys Lessons 21-25 (Opinion Structure) Argumentative Refer to FSPS Writing Criteria E Text Types & Purposes W.6.1	
reasons and relevant evidence, where I support claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic.	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.	Relevant evidence Credible	146 Teaching Argument Writing—George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons			

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CC. W.6.1c Use words, phrases, and clauses	 I will write an 	Clauses	LC: Book 3,		
to clarify the relationships among claim(s) and	argument with clear	Clarify	p.183, Lesson		
reasons.	reasons and relevant	Claims	15		
10000110.	evidence, where I use	o la li li c	Teaching		ļ.
	words, phrases, and		Argument		
			Writing—George		
	clauses to clarify		Hillocks		
	relationships among		http://learnzillion.co		
	claims and reasons.		m/lessons?utf8=%E 2%9C%93&filters%5		
			Bsubject%5D=ela&q		
			uery=argumentative		
			+writing&commit=Se		
			arch+lessons		
CC. W.6.1d Establish and maintain a formal	I will write an	Argument	LC: Book 3, p.		
style.	argument with clear	Relevant	195, Lesson 16		
	reasons and relevant	evidence	Teaching		
	evidence, where I	Formal style	Argument		
	establish and maintain a	Establish	Writing—George		
		ESIADIISII	Hillocks		
	formal style.		http://learnzillion.co		
			m/lessons?utf8=%E 2%9C%93&filters%5		
			Bsubject%5D=ela&q		
			uery=argumentative		
			+writing&commit=Se		
			arch+lessons		
CC.W.6.1e Provide a concluding statement or	I will write an	Argument	<i>NCL</i> : p. 102-103		
section that follows from the argument	argument with clear	Relevant	NCL: Appendix		
presented.	reasons and relevant	evidence	R (T)		
processing and	evidence, where I	Concluding	Teaching		
	T	statement	Argument		
	provide a concluding	Statement	Writing—George		ļ
	statement or section that		Hillocks		ļ
	flows from the presented		http://learnzillion.co		ļ
	argument.		m/lessons?utf8=%E		ļ
			2%9C%93&filters%5 Bsubject%5D=ela&q		
			uery=argumentative		
			+writing&commit=Se		
			arch+lessons		ļ
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	FORT SMITH PUE	ulum: Literacy &	M3- Week 2-4			
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Teacher may choose stand Refer to FSPS Extended Te	3		9	Teach	er Selected Materials for Extended (Integrate Author Study)	Text Study
• Refer to FSPS Vocabulary I Key Ideas & Details RL.6.2 RL.6.3 Integration of Knowledge & Ideas RL.6.7 RL.6.9 Research to Build & Present Knowledge	instruction Guidelines K-o				Conclusions Visualize Cause/Effect Summarize Text Structure Analyze/Evaluate	
W.6.9a W.6.9b CC.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I will determine the theme or central idea and explain how it is portrayed through details. I will summarize a text and leave out my personal opinion.	Conveyed Portrayed Summary Theme Central idea	TDC: p. 19-22 (T) GRW: p. 361- 362 (T) STW2: p. 188- 190 CT: p. 56, Book 4, Lesson 15 RP: p. 99-113 (T) CT: p. 120-124			
CC.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	 I will describe how a story's plot unfolds using a series of episodes. I will explain how the characters respond or change as the plot advances. I will analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text. 	Episodes Plot Resolution Analyze Elaborated Anecdotes	GRW: p. 441- 446 p. 17-23 TDC: p. 19-22 (T) GRW: p. 395- 396 (T) GRW: p. 396- 397 (T) BWL: p. 72, Ch. 5 TDC: p. 156			

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CC.RL.6.7 Compare and contrast the	 I will compare and 	Compare	<i>STW1</i> : p. 67-80			
experience of reading a story, drama, or	contrast the experience	Contrast	<i>STW2</i> : p. 307			
poem to listening to or viewing an audio,	of reading a text to					
video, or live version of the text, including	viewing or listening to					
contrasting what they "see" and "hear" when	the same text.					
reading the text to what they perceive when	and dame toxus					
they listen or watch.						
CC.RL.6.9 Compare and contrast texts in	I will compare and	Compare	<i>STW1</i> : p. 67-80			
different forms or genre (e.g., stories and	contrast texts of	Contrast	<i>STW2</i> : p. 307			
poems; historical novels and fantasy	different forms on their	Genre	<i>TDC</i> : p. 143-146			
stories) in terms of their approaches to	treatment of the same	Theme	(T)			
similar themes and topics.	theme or topic.					
CC.W.6.9 Draw evidence from literary or	I will use evidence from	Compare/contra	LC			
informational texts to support analysis, reflection,	literature to support	st				
and research.	analysis, reflection, and	Genres				
CC. W.6.9a Apply grade 6 Reading	research in my writing.	Themes				
standards to literature (e.g., "Compare and	research in my writing.	Evidence				
contrast texts in different forms or genres		Analysis				
[e.g., stories and poems; historical novels		Reflection				
and fantasy stories] in terms of their						
approaches to similar themes and topics").						
CC. W.6.9b Apply grade 6 Reading	 I will use evidence from 	Nonfiction	LC			
standards to literary nonfiction (e.g., "Trace	informational text to	Trace				
and evaluate the argument and specific	support analysis,	Evaluate				
claims in a text, distinguishing claims that are	reflection, and research	Argument				
supported by reasons and evidence from	in my writing.	Claims				
claims that are not").	withing.	Evidence				
		Informational				
	Spelling			<mark>J – L 22</mark>	Decoding T113	
					J – L 22 Detailed Spelling Plan T118-T119	T129 Weekly
0 0	CCSS Grade 6 for CC.L.6.2b w	hen teaching spellir	ng.	Prefixes ad-, ob-		Decoding Test
CC.L.6.2b Spell correctly.				,	Day 1: Teach the Principle/Pretest	22.7-22.8
	Spelling Words:			af-, ap-, and as-	PB: 256	T110 Cnalling
(Basic) aisle, align, island, crumbs, gnaw, de			e, knock, wrestle,		• Day 2: Word Sort PB : 257	T119 Spelling
column, autumn, knowledge, debt, numb, raspberry				Spelling:	Day 5: Assessment	Assessment
, ,	alf, answer, wreath, comb, wrin			Words with	24, 5.7.00000110110	
(Challenge) carr	paign, coup, solemn, yacht, pn	eumonia		Silent Letters		

				•	integrated Content	J- WCCK Z-4
Choose spelling words appropriately from the sort.				Greek and Latin Number Spelling: Prefixes (mono-, bi-, tri-)	Choose appropriately from the le	essons.
Choose spelling words appropriately from the sort.				Greek and Latin Elements Spelling: (Size) (micro-, mega-super-, hyper)	Choose appropriately from the le WTW (DC) – Sort 21	essons.
	Grammar			<i>J1 /</i>		
CC.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CC.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • I will use punctuation to set off nonrestrictive elements. Punctuation Nonrestrictive/ Parenthetical • I will use punctuation to set off nonrestrictive elements.		http://grammar.ccc. commnet.edu/gram mar/powerpoint.ht m	Nonrestrictive/ Parenthetical Elements	Teacher Selected Materials for Gramm	
CC.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		Elements Commas	MI TP	J – L 29 Commas: Nonrestrictive/ Parenthetical Elements	J – L 29 <u>Detailed Grammar Plan</u> T174-T175 • Day 1: Commas in Longer Sentences Projectable 29.6 PB: p. 331 • Day 2: Other Uses For Commas Projectable 29.7 PB: p. 332 • Day 3: Commas With Nouns in Direct Address PB: p. 333 • Day 4: Spiral Review Making Comparisons: Adjectives PB: p. 334	(OPTIONAL) T181 Weekly Tests 29.10-29.11
	Writing		_			
CC. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CC.W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I will write a real narrative with descriptive details and effective techniques where I engage and orient the reader by establishing a context, introduce a narrator and/or characters, and organize a logical event sequence.	Engage Orient Narrator Logical	<i>LC</i> : p. 69	Refer to Journeys Lessons 1-5, 12, 14-15 Reflective Narrative *story starters Refer to FSPS Writing Criteria A,B		

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CC.W.6.3b Use narrative techniques,	I will write a real narrative	Narrative	<i>WP</i> : Ch. 6		
such as dialogue, pacing, and	with descriptive details and	Techniques	<i>LC</i> : p. 27, p	Text Types & Purposes	
description, to develop experiences,	effective techniques where I	Dialogue	43, p. 73	W.6.3	
events and/or characters.	use dialogue, descriptions	Pacing	·	<u> </u>	
	and pacing to develop			Production/Distribution	
	experiences, events and			W.6.5	
	characters.				
CC.W.6.3c Use a variety of transition	I will write a real narrative	Variety	<i>MM 4-5:</i> p. 74,	W.6.6	
words, phrases, and clauses to convey	with descriptive details and	Transition	p. 155		
sequence and signal shifts from one time	effective techniques where I	Clauses	'	1 / 14	
frame or setting to another.	use transitional words,	Convey		L.6.1d	
Traine or setting to another.	phrases, and clauses to	,		L.6.3b	
	convey sequence and	Sequence			
	signal shifts.				
CC.W.6.3d Use precise words and	I will write a real narrative	Precise	<i>CL</i> : p. 68, 69,		
phrases, relevant descriptive details,	with descriptive details and	Relevant	70, p. 71		
and sensory language to convey	effective techniques where I	Sensory			
experiences and events.	use precise words and	Convey			
	phrases, relevant details,	Techniques			
	and sensory language to	1			
	convey experiences and				
	events.				
CC.W.6.3e Provide a conclusion	I will write a real	Conclusion	<i>LC</i> : Book 4, p.		
that follows from the narrated	narrative with descriptive	Techniques	133		
experiences or events.	details and effective		<i>LC</i> : Book 2, p.		
experiences of events.	techniques where I		137		
	provide a conclusion that		<i>CL</i> : p. 70, p.		
	flows with the given		71, p.103		
	experiences or events.		ν., μσσ		
CC.W.6.5 With some guidance and	I will use guidance from	Revising	<i>GRW</i> : p. 63-66		
support from peers and adults, develop	my peers and adults to	Editing	(T); p. 77-80		
and strengthen writing as needed by	plan, revise, and edit my	Conventions	<i>WP</i> : pg. 19-20		
planning, revising, editing, rewriting, or		Command	(T)		
trying a new approach.	writing.	Communa	<i>LC:</i> pg. 169-		
a Jing a new approach.			173		
			<i>LC:</i> pg. 37-45		
			20. pg. 57 45		ļ
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CC.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	 I will use digital tools to produce and publish my work. I will use the internet to interact and collaborate with my peers on writing projects. I will demonstrate a command of keyboarding skills to type three pages in one setting. 	Collaborate Sufficient Command	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/ Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http:// www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read Write Think.html (T)		
CC.L.6.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	I will identify and correct vague pronouns.	Vague pronouns Ambiguous	http://languagearts .pppst.com/index.h tml MI EE		
CC.L.6.3b Maintain consistency in style and tone.	I will maintain a consistent style in writing. I will maintain a consistent tone in writing.	Consistent Style Tone	http://www.umuc.e du/writingcenter/on lineguide/chapter3- 21.cfm http://grammar.ccc .commnet.edu/gra mmar/composition/ tone.htm		

M3- Week 2-4

M3- Week 5-6

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COMMON CORE STATE STANDARDS	OBJECTIVES	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comp	rehension: Research Conne	ections	'			<u>'</u>
 Teacher may choose standards that be Refer to FSPS Research Connections Refer to FSPS Vocabulary Instruction 	Criteria	ctions genre		Teacher	Selected Materials for Research Co	nnections.
Key Ideas & Details RI.6.3					Compare/Contrast Question	
Craft & Structure RI.6.5					Text Structure Visualize	
Integration of Knowledge & Ideas RI.6.8						
RI.6.9 Research to Build & Present Knowledge W.6.9b						
CC.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text.	Analyze Elaborate Informational text	<i>STW2</i> : p. 171-178; p. 21 <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.	I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text and contributes to the development of the task.	Analyze Structure Contributes	GRW : p. 402-404 (T)			
CC.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	 I will trace and evaluate the argument and claims in a text. I will identify claims that are supported with reasons and those that are not. 	Trace Evaluate Argument Claim Distinguishing Evidence	CT: Book 4, Lesson 11, p. 24 STW2: p.166-169			
CC.RI.6.9 Compare and contrast one	 I will compare and 	Compare	<i>STW</i> : p. 169-171			

	FURI SIVILITI	OBLIC SCHOOLS	- GRADE 6 CURRICU	num: Literacy & in	tegrated Content M3- Week 5-6
author's presentation of events with that	contrast two authors'	Contrast	<i>CT</i> : Book 6, p. 2,		
of another (e.g., a memoir written by	presentation of the	Memoir	Lesson 22		
and a biography on the same person).	same event or topic.	Biography	<i>STW1</i> : p. 137 (T)		
	·		GRW: Appendix		
			34		
CC. W.6.9b Apply grade 6 Reading	 I will use evidence from 	Nonfiction	LC		
standards to literary nonfiction (e.g.,	informational text to	Trace			
"Trace and evaluate the argument and	support analysis,	Evaluate			
specific claims in a text, distinguishing	reflection, and research	Argument			
claims that are supported by reasons		Claims			
and evidence from claims that are not").	in my writing.	Evidence			
,		Informational			
	Spelling			Greek Roots	
· U				GICCK ROOLS	
Refer to FSPS Ongoi	ng CCSS Grade 6 for CC.L.6.	2b when teaching spe	lling.	C	
CC.L.6.2b Spell correctly.				Spelling:	Choose appropriately from the lessons.
				Root Words	WTW (DC) – Sort 22
				-auto-, -bio-, -geo-	WTW (DC) - 3011 22
Choose spelling words appropriately from the sort.			-graph-, -meter-,		
· ·	encoco opolinig monae appropriatory nom are cont				
				-peri-, -phon-, -	
				photo-, -tele-	
	Grammar				
CC.L.6.2 Demonstrate command of the	 I will use punctuation 	Punctuation	http://grammar.cc	Parentheses:	
conventions of standard English capitalization, punctuation, and spelling when writing.	to set off nonrestrictive	Nonrestrictive/	c.commnet.edu/g	Nonrestrictive/	
CC.L.6.2a Use punctuation (commas,	elements.	Parenthetical	rammar/powerpoi	Parenthetical	Teacher Selected Materials for Grammar Study
parentheses, dashes) to set off		Elements	<u>nt.htm</u>	Elements	
nonrestrictive/parenthetical elements.			MI	Licinonis	
nonicationer parentifetical ciements.			TP		
	Writing				Refer to Journeys
CC.W.6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts,	I will write an	Classification	<i>NCL:</i> p. 59-60		Lessons 16-18
and information through the selection,	informative piece, which	Cause/effect	<i>NCL:</i> p. 62		FG220112 10-10
organization, and analysis of relevant content.	examines a topic and	Formatting	<i>NCL:</i> p. 76		Analytical Inform/Eyplain
CC.W.6.2a Introduce a topic; organize	conveys ideas, where I	Multimedia	<i>NCL:</i> p. 86		Analytical Inform/Explain
ideas, concepts, and information, using	introduce a topic,		<i>NCL:</i> p. 94 (6)		* 1
strategies such as definition,	organize ideas with		<i>NCL:</i> p. 95,		*short research writing product
classification, comparison/ contrast, and	appropriate structure,		Lesson		
cause/effect; include formatting (e.g.,	and include formatting,		Appendix P (T)		*compare & contrast paragraph
headings), graphics (e.g., charts, tables),	graphics and multimedia		Is That a Fact:		B () 5000 WW 0 V 1 0
and multimedia when useful to aiding	when useful.		p. 52 (T)		Refer to FSPS Writing Criteria C
comprehension.					
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				ilum: Literacy & integrated Content	M3- Week 5-6
CC.W.6.2b Develop the topic with	I will write an	Relevant facts	<i>NCL:</i> p. 91		
relevant facts, definitions, concrete	informative piece, which	Concrete details	<i>NCL:</i> p. 99	Text Types & Purposes	
details, quotations, or other information	examines a topic and	Informative piece	<i>NCL:</i> p. 101	W.6.2	
and examples.	conveys ideas, where I	Conveys			
	use facts, definitions,			Research to Build & Present Knowledge	
	details, and quotations,				
	or other examples to			W.6.7	
00 W / 0 - H	develop the topic.	Information along	MOL OO	W.6.8	
CC.W.6.2c Use appropriate transitions to	I will write an	Informative piece	<i>NCL:</i> p. 93	VV.O.0	
clarify the relationships among ideas and	informative piece, which	Conveys Clarify			
concepts.	examines a topic and	Transitions			
	conveys ideas, where I use appropriate	Hansilions			
	transitions to clarify				
	relationships among				
	ideas.				
	lucus.				
CC.W.6.2d Use precise language and	I will write an	Informative piece	<i>NCL:</i> p. 96, 97		
domain-specific vocabulary to inform	informative piece, which	Conveys			
about or explain the topic.	examines a topic and	Precise			
	conveys ideas, where I	Domain-specific			
	use precise language	Inform			
	and vocabulary to inform	Explain			
	or explains the topic.				
CC. W.6.2e Establish and maintain a	I will write an	Informative piece	Is That a Fact?		
formal style.	informative piece, which	Conveys			
•	examines a topic and	Formal style			
	conveys ideas, where I				
	establish and maintain a				
	formal style.				
CC.W.6.2f Provide a concluding	I will write an	Concluding	Is That a Fact?		
statement or section that follows from	informative piece, which	statement			
and supports the information or	examines a topic and	Informative piece			
explanation presented.	conveys ideas, where I	Convey			
	provide a supportive				
	concluding statement or				
	section for the				
	information or				
	explanation presented.				

FORT SMITH PUBLIC SCHOOLS - GRADE 6 Curriculum: Literacy & Integrated Content 20 great research sites • I will conduct short Inquiry LC: pg. 161-165

ılum: Literacy & Integrated Content	M3- Week 5-6
20 great research sites	
http://askatechteacher.wordpress.com/2009/11/02/20-great-res	search-websites-for-kids/
(T)	
Squidoo http://www.squidoo.com/k12interactiveresearch (T)	
NetTracker http://www.nettrekker.com/us	
http://www.fortsmithlibrary.org/	
Squidoo http://www.squidoo.com/k12interactiveresearch (T)	

CC.W.6.8 Recall relevant information from
experiences or gather relevant information
from print and digital sources; summarize
or paraphrase information in notes and
finished work, and provide a list of
sources.

CC. W.6.7 Conduct short research

inquiry when appropriate.

projects to answer a question, drawing on several sources and refocusing the

I will recall relevant	Relevant	CT: Book 6,
information from	Digital Sources	Lesson 22, pg. 2-
experiences or gather	Summarize	13
relevant information from	Paraphrase	
print and digital sources.		

research projects that use several sources to

answer a specific

• I will summarize or paraphrase information in notes and finished work. • I will provide a list of

sources.

question.

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			Comprehension/	<mark>J – L 18</mark> Read Aloud	(OPTIONAL)
CC.RL.6.5 Analyze how a particular	I will analyze how a	Analyze	<i>GRW</i> : p. 444 (T)	Fluency	"The Flight of Icarus"T156-T157	, ,
sentence, chapter, scene, or stanza fits	particular chapter/scene	Scene	<i>GRW</i> : p. 410-422	<mark>J – L 18</mark>	 Projectable 18.1 (Model Oral Fluency) 	T200 Weekly
into the overall structure of a text and	fits into the overall	Theme	WP : p. 35-36 (T)		 CLLG: p. 75 Target Vocabulary T157 	Tests
contributes to the development of the	structure of a text and	Plot	GRW : p. 445-446	Skill:	Main Selection "The Hero and the	
theme, setting, or plot.	contributes to the		(T)	Sequence of Events	Minotaur" T164-T177	18.9-18.10
1	development of the			Point of View	• CLLG: p. 74	
1	theme, setting, or plot.				 Introduce: Story Structure; Infer/Predict 	
CC.RL.6.6 Explain how an author develops	I will explain point of	Explain	Pinterest: http://ww	Strategy:	T162-T163	
the point of view of the narrator or speaker in a	view.	Point of view	w.pinterest.com/slrick	Infer/Predict	 Projectable 18.2 PB: p. 205 	
text.		Narrator	ett/point-of-view/	Theme	 Projectables 18.3a, 18.3b, 18.3c 	
		Speaker	Web: http://literarydevices.net/point-of-view/	0 14 11	 Stop and Think T167, T175 	
			Brainpop: http://www.	Genre: Myth	 Deepen Comprehension: T182-T183 	
			brainpop.com/english/	Foodstal	Projectable 18.4 PB: p. 206	
			writing/pointofview/pre view.weml	Essential Question:	AL: fact, opinion, story element	
			view.weim	How can a mythic	Connect To "The Amazing Algorithm"	
				hero defeat a	T178-T180 MC: T181 CLLG: p. 75	
				monster?		
	Vocabulary			Targeted	J – L 18 Introduce Vocabulary	(OPTIONAL)
CC.L.6.4 Determine or clarify the meaning of	I will use common	Greek	http://dictionary.re	Vocabulary &	T158-T159	T200 Weekly Test
unknown and multiple-meaning words and phrases based on grade 6 reading and content,	Greek and Latin affixes	Latin	ference.com/		Develop Background "The Flight of	Target Strategy
choosing flexibly from a range of strategies.	and roots to figure out	Affixes	<i>WTW</i> : p.253 &	Strategies 10	lcarus" T156-T157	Suffixes: -ful,
CC.L.6.4b Use common, grade-	word meaning.	Roots	265 (Greek and	J – L 18	"What is Greek Mythology?" T160-T161	-
appropriate Greek or Latin affixes and			Latin roots)	STRATEGY:	,	-less, -ly,
roots as clues to the meaning of a word			BWL	Suffixes	Vocabulary Strategies T186-T187	-ness,
(e.g., audience, auditory, audible).			WJ: Chapter 7	-ful, -less, -ly, -	Suffixes: -ful -less, -ly, -ness, -ment, -ship	-ment, -ship
1				ness,	 Projectable 18.5 (Suffixes: -ful, -less, -ly, 	18.2-18.8
1				-ment, -ship	-ness, -ment, -ship	
1					• PB: p. 207	
1				WORD CARDS:	AL: suffix, base word	
1				Cards 171-180	,	
1						
				TARGET		
				VOCABULARY:		
				steadfast, rash, bitterly,		
				unravels, labyrinth, fury, embrace, abandon,		
l i				massive, somber		

	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.	I will use punctuation to set off nonrestrictive elements.	Punctuation Nonrestrictive/ Parenthetical Elements	http://grammar.ccc .commnet.edu/gra mmar/powerpoint. htm MI TP	Dashes: Nonrestrictive/ Parenthetical Elements	Teacher Selected Materials for Grammar Study
	Writing				Pofor to Journays
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. CC.W.6.2b Develop the topic with relevant	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. I will write an	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)		Refer to Journeys Lessons 16-18 Analytical Inform/Explain *short research writing product *compare & contrast paragraph Refer to FSPS Writing Criteria C
facts, definitions, concrete details, quotations, or other information and examples.	informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Concrete details Informative piece Conveys	NCL: p. 99 NCL: p. 101		Text Types & Purposes W.6.2 Research to Build & Present Knowledge W.6.7
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL:</i> p. 93		W.6.8

CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic.	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL:</i> p. 96, 97	
CC. W.6.2e Establish and maintain a formal style.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?	
CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I will write an informative piece, which examines a topic and conveys ideas, where I provide a supportive concluding statement or section for the information or explanation presented.	Concluding statement Informative piece Convey	Is That a Fact?	
CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I will conduct short research projects that use several sources to answer a specific question.	Inquiry	<i>LC</i> : pg. 161-165	20 great research sites http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T) Squidoo http://www.squidoo.com/k12interactiveresearch NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)
CC.W.6.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	 I will recall relevant information from experiences or gather relevant information from print and digital sources. I will summarize or paraphrase information in notes and finished work. I will provide a list of sources. 	Relevant Digital Sources Summarize Paraphrase	CT: Book 6, Lesson 22, pg. 2- 13	Squido Intp.//www.squidoo.com/k12merachveresearch (1)

M4- Week 1-3 **ESSENTIAL** MATERIALS, EXPLANATIONS & **OBJECTIVE RESOURCES LESSON FOCUS ASSESSMENTS** COMMON CORE STATE STANDARDS **VOCABULARY EXAMPLES** Comprehension: Extended Text Study Teacher may choose standards that best match the extended text study genre Teacher Selected Materials for Extended Text Study Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 **Text & Graphic Features** Key Ideas & Details **Ouestion** RI.6.3 Craft & Structure **Sequence of Events** RI.6.6 Integration of Knowledge & Ideas Analyze/Evaluate **RI.6.7** RI.6.9 Research to Build & Present Knowledge Cause/Effect W.6.9b **Analyze/ Summarize** CC.RI.6.3 Analyze in detail how a key *STW2*: p. 171- I will analyze how an Analyze individual, event, or idea is introduced, Elaborate 178; p. 21 individual, event, or illustrated, and elaborated in a text (e.g., **STW1**: p. 117-Informational text idea is introduced through examples or anecdotes). 121 and elaborated upon in informational text. CC.RI.6.6 Determine an author's point of • I will determine the Point of view *CT*: Book 5, p. view or purpose in a text and explain how it is Conveyed 44. Lesson 20 author's point of view **STW**: p. 169-171 conveved in the text. and explain how it is conveyed through the text. CC.RI.6.7 Integrate information presented in Integrate **GRW**: p.403 (T) • I will utilize media or different media or formats (e.g., visually, *STW1*: p. 117-Quantitatively graphics to develop quantitatively) as well as in words to develop Utilize 121 (T) a coherent a coherent understanding of a topic or issue. CT: p. 69, Lesson Coherent understanding of a 10 topic. CC. W.6.9b Apply grade 6 Reading • I will use evidence Nonfiction 1C standards to literary nonfiction (e.g., "Trace Trace from informational text and evaluate the argument and specific Evaluate to support analysis, claims in a text, distinguishing claims that are Argument reflection, and supported by reasons and evidence from Claims research in my writing. claims that are not"). Evidence Informational **Spelling** Latin Roots Choose appropriately from the lessons. Spelling: Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. Root Words CC.L.6.2b Spell correctly. WTW (DC)- Sort 26 Choose spelling words appropriately from the sort. (-gress-, -rupt-, -act-,-mot-)

M4- Week 1-3	M4	- We	ek	1-3
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				ii. Encludy & integrate	d Content		
Choose spelling	y words appropriately fr		Latin Roots Spelling:	Choose appropriately from the lessons. WTW (DC)- Sort 27			
		Root Words	WTW (DO) 301(21				
		(-fract-,-flect-/-flex -					
				ject-, mis-/-mit-)			
				Latin Roots			
					Choose appropriately from the lessons.		
Choose spelling	y words appropriately fr	om the sort.		Spelling:	MTM (DC) Cort 20		
				Root Words	WTW (DC)- Sort 28		
				(-man-, -scrib-,			
				script-, -cred-, -fac-)			
	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.	I will vary sentence patterns for interest and style.	Vary	http://www.langua gearts.pppst.com/ sentencevariety.h tml TAW: p.62-72	Sentences for Meaning & Reader/Listener	Teacher Selected Materials for Grammar Study		
			(revision) (T) CL NCL MI LC: Book 6, p. 175 & 187, Lesson 13 & 14	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,	I will write an informative piece, which examines a topic and conveys	Classification Cause/effect Formatting Multimedia	NCL: p. 59-60 NCL: p. 62 NCL: p. 76 NCL: p. 86	<u>Le</u>	Refer to Journeys ssons 16-18 Lesson 18: Cause/Effect		
concepts, and information, using strategies such as definition, classification, comparison/	ideas, where I introduce a topic,		NCL: p. 94 (6) NCL: p. 95, Lesson	Analytical Inform/Explain			
contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts,	organize ideas with appropriate structure,			* cause and effect paragraph			
tables), and multimedia when useful to aiding comprehension.	and include formatting, graphics and multimedia when useful.		Is That a Fact : p. 52 (T)	Refer to FSPS Writing Criteria C			

	1 OILT OMITTITI ODE	10 00110020 01		ii. Literacy & integrated Content	1014- AACCK 1-2
CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Relevant facts Concrete details Informative piece Conveys	NCL: p. 91 NCL: p. 99 NCL: p. 101	Text Types & Purposes W.6.2 Production/Distribution	
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL:</i> p. 93	W.6.5 W.6.6 L.6.3a L.6.4c	
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic.	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL</i> : p. 96, 97		
CC. W.6.2e Establish and maintain a formal style.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?		
CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I will write an informative piece, which examines a topic and conveys ideas, where I provide a supportive concluding statement or section for the information or explanation presented.	Concluding statement Informative piece Convey	Is That a Fact?		

	TORT SMITH ODE		TO TO CONTINUE	n. Literacy & integrated content	IVIT VVCCIX I J
CC.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I will use guidance from my peers and adults to plan, revise, and edit my writing.	Revising Editing Conventions Command	GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45		
CC.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	 I will use digital tools to produce and publish my work. I will use the internet to interact and collaborate with my peers on writing projects. I will demonstrate a command of keyboarding skills to type three pages in one setting. 	Collaborate Sufficient Command	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/ Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read Write Think.html (T)		
CC.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.	I will vary sentence patterns.I will write for interest and style.	Sentence patterns Interest Style	http://www.writingwith clarity.com/2011/07/m ake-writing-more- lively-and-effective- vary-your-sentence- patterns/		
CC. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CC.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word.	Consult Digital Pronunciation Clarify Precise	http://dictionary.reference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Compreh	ension: Research Connect	ions				·
 Teacher may choose standa Refer to FSPS Research Control Refer to FSPS Vocabulary In Key Ideas & Details 		earch connections ger	nre	Teache	r Selected Materials for Research Co Key Details	nnections.
RI.6.2					Describing	
Craft & Structure						
RI.6.5					Compare/Contrast	
Integration of Knowledge & Ideas					Drawing Conclusions	
RI.6.8						
Research to Build & Present Knowledge						
W.6.9b						
CC.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	 I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text while leaving out my personal opinion. 	Central idea Conveyed Summary Judgments Informational text	CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124			
CC.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text and contributes to the development of the task.	Analyze Structure Contributes	GRW : p. 402-404 (T)			
CC.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	 I will trace and evaluate the argument and claims in a text. I will identify claims that are supported with reasons and those that are not. 	Trace Evaluate Argument Claim Distinguishing Evidence	CT: Book 4, Lesson 11, p. 24 STW2: p.166-169			

	I will use evidence from informational text to support analysis, reflection, and research in my writing. Spelling CCSS Grade 6 for CC.L.6.2b C.L.6.2b Spell correctly. q words appropriately from the support of the support	.	LC	Greek and Latin Elements	Choose appropriately from the lessons.
CHOOSE Spellin	g words appropriately no	on the sort.		Spelling: Government (-crat/-cracy, - archy/-arch-)	WTW (DC) - Sort 31
	Grammar			, ,	
CC. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.L.6.3b Maintain consistency in style and tone.	 I will maintain a consistent style in writing. I will maintain a consistent tone in 	Consistent Style Tone	http://www.umuc.edu /writingcenter/online guide/chapter3- 21.cfm http://grammar.ccc.c	Consistency in Style & Tone	Teacher Selected Materials for Grammar Study
	writing.		ommnet.edu/gramm ar/composition/tone.		
CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.6.5a Interpret figures of speech (e.g., personification) in context.	I will interpret figures of speech in context. Writing	Interpret Personification Figures of speech	htm http://www.readwritet hink.org/ http://www.readwork s.org/ GRW (figurative language) WP: p. 45 (figurative language) LC: Book 6, p. 175, Lesson 13	Figure of Speech: Personification	Teacher Selected Materials for Grammar Study
CC.W.6.1 Write arguments to support claims with	I will write an	Argument	<i>LC:</i> Book 3, p.		Refer to Journeys
clear reasons and relevant evidence CC. W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	argument with clear reasons and relevant evidence, where I introduce claims and organize the reasons/evidence clearly.	Relevant evidence Claims	71, Lesson, 6 p. 83, Lesson 7 NCL: p. 58-60 Teaching Argument Writing—George Hillocks http://learnzillion.com/lessons?vtill=%E2%90%93&fillers%5Bsubject%5D=ela&qu		*short research writing product Refer to FSPS Writing Criteria E

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.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	Text Types & Purposes W.6.1 Research to Build & Present Knowledge W.6.7 W.6.8
CC. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I will write an argument with clear reasons and relevant evidence, where I use words, phrases, and clauses to clarify relationships among claims and reasons.	Clauses Clarify Claims	LC: Book 3, p.183, Lesson 15 Teaching Argument Writing—George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	
CC. W.6.1d Establish and maintain a formal style.	I will write an argument with clear reasons and relevant evidence, where I establish and maintain a formal style.	Argument Relevant evidence Formal style Establish	LC: Book 3, p. 195, Lesson 16 Teaching Argument Writing—George Hillocks http://learnzillion.co m/lessons?utf8=%E 2%9C%93&filters%5 Bsubject%5D=ela&q uery=argumentative +writing&commit=Se arch+lessons	
CC.W.6.1e Provide a concluding statement or section that follows from the argument presented.	I will write an argument with clear reasons and relevant evidence, where I provide a concluding statement or section that flows from the presented argument.	Argument Relevant evidence Concluding statement	NCL: p. 102-103 NCL: Appendix R (T) Teaching Argument Writing—George Hillocks http://learnzillion.com/le ssons?utf8=%E2%9C% 93&filters%5Bsubject% 5D=ela&query=argume ntative+writing&commit =Search+lessons	

CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I will conduct short research projects that use several sources to answer a specific question.	Inquiry	<i>LC:</i> pg. 161-165	20 great research sites http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T) Squidoo http://www.squidoo.com/k12interactiveresearch (T) NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/
CC. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	 I will gather information from multiple sources (print and digital) and assess credibility of those sources. I will quote or paraphrase information found for my finished work. I will provide basic bibliographic information for my sources. 	Relevant Credibility Quote Paraphrase Plagiarism Bibliographic	CT: Book 6, pg. 2-13, Lesson 22	Squidoo http://www.squidoo.com/k12interactiveresearch (T)

COMMON CODE CTATE CTANDADDC	ODJECTIVE	ESSENTIAL	DECOUDEE	I ECCON FOCUS	MATERIALS, EXPLANATIONS &	ACCECCMENTO
COMMON CORE STATE STANDARDS	OBJECTIVE	VOCABULARY	RESOURCES	LESSON FOCUS	EXAMPLES	ASSESSMENTS
	Comprehension		T =====	Comprehension/	<mark>J – L 20 Read Aloud</mark>	(OPTIONAL)
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)	Fluency J - L 20 Skill: Main Idea and Details Sequence	 "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" 	T346 Weekly Tests 20.4-20.5
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)	Strategy: Visualize Key Details Genre: Informational Text	(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	
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	<i>STW1</i> : p. 67-80 <i>STW2</i> : p. 307	Essential Question: What important details do we know about Pompeii?	 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 	
	Vocabulary			<u>Targeted</u>	J – L 20	(OPTIONAL)
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.re ference.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7	Vocabulary & Strategies J - L 20 STRATEGY: Prefixes: un-, re-, in-, im-, ir-, il- WORD CARDS: Cards 191-200 TARGET	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	T346 Weekly Tests 20.2-20.3
				VOCABULARY: unaffected, dormant, subjected, salvage, outlying, opulent, tremors, imprints, luxurious, meager		

	Spelling			Greek and Latin	
CC.L.6.2b Spell correctly.	CCSS Grade 6 for CC.L.6.2b	Roots Spelling:	Choose appropriately from the lessons. WTW (DC) - Sort 34		
Choose spellin	g words appropriately fro	Root Words (-onym-, -gen-)			
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).	Grammar • I will use pronouns in the proper case.	Pronouns Proper case	http://languageart s.pppst.com/inde x.html MI EE	Review Pronouns in the Proper Case	Teacher Selected Materials for Grammar Study
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. 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.	Writing I will use guidance from my peers and adults to plan, revise, and edit my writing. 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.	Revising Editing Conventions Command Collaborate Sufficient Command	GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45 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)	Review	& Analyze Writing Prompts and Purpose Production/Distribution W.6.5 W.6.6

Reference FSPS Year at a Glance	Week 3: Placeholder		ssessment Testing	: The actual place	ment of this week will be determined b	y each school.
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension	-		Comprehension/ Fluency	J – L 22 Read Aloud "Flying Through Time" T84-T85	(OPTIONAL)
CC.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	I will determine the theme or central idea and explain how it is	Conveyed Portrayed Summary	<i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 361-362 (T)	<mark>J – L 22</mark> Skill:	Projectable 22.1 (Model Oral Fluency)CLLG: p. 82 Target Vocabulary T85	T128 Weekly Test
summary of the text distinct from personal opinions or judgments.	portrayed through details. I will summarize a text and leave out my personal opinion.	Theme Central idea	STW2: p. 188-190 CT: p. 56, Book 4, Lesson 15 RP: p. 99-113 (T) CT: p. 120-124	Conclusions and Generalizations Strategy:	Main Selection "First to Fly" 980L T92-T104 CLLG: p. 83 Introduce: Conclusions and	22.4-22.6
CC.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.	 I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text while leaving out my personal opinion. 	Central idea Conveyed Summary Judgments Informational text	CT: Book 5, p. 56, Lesson 19 Book 6, p. 36, Lesson 25 STW: p. 166 (T) NRP: p. 90-91 NRP: p. 124	Monitor/Clarify Genre: Narrative Nonfiction	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	
CC.RL.6.6 Analyze how an author develops the point of view of the narrator or speaker in a text.	• I will analyze how an author develops the point of view of a narrator or text's characters.	Analyze Point of view Narrator	GRW: p. 397 (T) CT: Book 5, p.44, Lesson 20		Connect To "Young Pilot Sets Record" T106-T108 • MC: T109 CLLG: p. 83 & Teacher Selected Read-Aloud	
CC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	• I will determine the author's point of view and explain how it is conveyed through the text.	Point of view Conveyed	CT: Book 5, p. 44, Lesson 20 STW: p. 169-171		Teacher Selected Read-Aloud	
CC.RL.6.9 Compare and contrast texts in different forms or genre (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	• I will compare and contrast texts of different forms on their treatment of the same theme or topic.	Compare Contrast Genre Theme	STW1: p. 67-80 STW2: p. 307 TDC: p. 143-146 (T)			

FORT SMITH PUBLIC SCHOOLS - GRADE 6 Curriculum: Literacy & Integrated Content M5- Week 1-2 **STW**: p. 169-171 CC.RI.6.9 Compare and contrast one • I will compare and Compare author's presentation of events with that of Contrast CT: Book 6, p. 2, contrast two another (e.g., a memoir written by and a Lesson 22 Memoir authors' biography on the same person). Biography **STW1**: p. 137 (T) presentation of the **GRW**: Appendix 34 same event or topic. Spelling **Prefixes** Choose appropriately from the lessons. Refer to FSPS Ongoing CCSS Grade 6 for CC.L.6.2b when teaching spelling. **Spelling Words:** WTW (DC) - Sort 39 CC.L.6.2b Spell correctly. **Prefixes** Choose spelling words appropriately from the sort. (-intra-, inter-, intro-) Grammar CC.L.6.2 Demonstrate command of the http://grammar.ccc.com Punctuation I will use Review conventions of standard English capitalization, mnet.edu/grammar/pow Teacher Selected Materials for Grammar Study Nonrestrictive/ punctuation to set off Punctuation punctuation, and spelling when writing. erpoint.htm nonrestrictive Parenthetical CC.L.6.2a Use punctuation (commas, ΜI Elements elements. parentheses, dashes) to set off ΤP Commas nonrestrictive/parenthetical elements. Writing Refer to Journeys CC. W.6.3 Write narratives to develop real or LC: p. 69 I will write a real Engage Lessons 1-5, 12,14-15 imagined experiences or events using effective Orient narrative with **Narrative** technique, relevant descriptive details, and welldescriptive details and Narrator structured event sequences. Logical effective techniques CC.W.6.3a Engage and orient the Refer to FSPS Writing where I engage and reader by establishing a context and Criteria A.B orient the reader by introducing a narrator and/or establishing a context, characters; organize an event introduce a narrator sequence that unfolds naturally and and/or characters, and logically. organize a logical event sequence. Narrative **WP**: Ch. 6 CC.W.6.3b Use narrative • I will write a real **Techniques** LC: p. 27, p 43, p. techniques, such as dialogue, pacing, narrative with Dialogue 73 and description, to develop descriptive details and experiences, events and/or effective techniques Pacing where I use dialogue, characters. descriptions and pacing to develop experiences, events and characters.

	TORT SWITTI OD	LIO SOLIOOLS		ii. Literacy & integrated Content	MD- WEEK 1-2
.CC.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I will write a real narrative with descriptive details and effective techniques where I use transitional words, phrases, and clauses to convey sequence and signal shifts.	Variety Transition Clauses Convey Sequence	<i>MM 4-5:</i> p. 74, p. 155	Text Types & Purposes W.6.3 Production/Distribution W.6.5 W.6.6	
.CC.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I will write a real narrative with descriptive details and effective techniques where I use precise words and phrases, relevant details, and sensory language to convey experiences and events.	Precise Relevant Sensory Convey Techniques	<i>CL</i> : p. 68, 69, 70, p. 71	L.6.4c	
CC.W.6.3e Provide a conclusion that follows from the narrated experiences or events.	I will write a real narrative with descriptive details and effective techniques where I provide a conclusion that flows with the given experiences or events.	Conclusion Techniques	LC: Book 4, p. 133 LC: Book 2, p. 137 CL: p. 70, p. 71, p.103		
CC.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I will use guidance from my peers and adults to plan, revise, and edit my writing.	Revising Editing Conventions Command	GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45		
CC.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	I will use digital tools to produce and publish my work. I will use the internet to interact and collaborate with my peers on writing projects. I will demonstrate a command of keyboarding skills to	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.c om/ (T) Read, Write, Think http://tenkely.org/Read Write_Think.html (T)		

M5- Week 1-2

	type three pages in one setting.				
CC. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CC.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I will use print and digital reference materials to determine pronunciation, meaning, or part of speech of a word.	Consult Digital Pronunciation Clarify Precise	http://dictionary.referen ce.com/ WTW: p.253 & 265 (Greek and Latin roots) BWL WJ: Chapter 7		

W-3 State Assessments

		ESSENTIAL			MATERIALS, EXPLANATIONS &	
COMMON CORE STATE STANDARDS	OBJECTIVE	VOCABULARY	RESOURCES	LESSON FOCUS	EXAMPLES	ASSESSMENTS
Comprehension						
CC.RI.6.3 Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text.	Analyze Elaborate Informational text	STW2: p. 171- 178; p. 210 STW1: p. 117- 121	Teacher Selected Read-Aloud (Series of Historical Events/ Scientific Ideas/ Technical Procedure) Teacher		
CC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I will determine the author's point of view and explain how it is conveyed through the text.	Point of view Conveyed	CT: Book 5, p. 44, Lesson 20 STW: p. 169-171			
CC.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I will utilize media or graphics to develop a coherent understanding of a topic.	Integrate Quantitatively Utilize Coherent	GRW: p.403 (T) STW1: p. 117- 121 (T) CT: p. 69, Lesson 10			
	Latin Roots					
Refer to FSPS Ongoing C		2b when teaching spe	lling.	Spelling:	Choose appropriately from the	e lessons.
CC.L.6.2b Spell correctly. Choose spelling words appropriately from the sort.				Root Words (-duce/-duct-, -ced-/-cess-/-ceed)	WTW (DC) - Sort 4	2
	Grammar					
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.	I will use the relationship between words to better understand each word's meaning.	Cause/effect	http://www.readwriteth ink.org/ http://www.readworks. org/ GRW (figurative language) WP: p. 45 (figurative language) LC: Book 6, p. 175, Lesson 13	Relationship Between Words	Teacher Selected Materials for Gra	ammar 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, 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)	Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D Text Types & Purposes W.6.2 Production/Distribution W.6.5 W.6.6
CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Relevant facts Concrete details Informative piece Conveys	NCL: p. 91 NCL: p. 99 NCL: p. 101	W.O.O
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL:</i> p. 93	
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic.	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL:</i> p. 96, 97	

CC. W.6.2e Establish and maintain a formal style.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?
CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I will write to conveys ideas, where I provide a supportive explanation.	Concluding statement Informative piece Convey	Is That a Fact?
CC.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I will use guidance from my peers and adults to plan, revise, and edit my writing.	Revising Editing Conventions Command	GRW: p. 63-66 (T); p. 77-80 WP: pg. 19-20 (T) LC: pg. 169-173 LC: pg. 37-45
CC.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	 I will use digital tools to produce and publish my work. I will use the internet to interact and collaborate with my peers on writing projects. I will demonstrate a command of keyboarding skills to type three pages in one setting. 	Collaborate Sufficient Command	Tikatot http://www.tikatok.com / Storybird http://storybird.com/ Writing with Writers/Scholastic http://teacher.scholasti c.com/writewit/ Stonesoup http://www.stonesoup. com/ (T) Read, Write, Think http://tenkely.org/Rea d_Write_Think.html (T)

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension						
CC.RI.6.3 Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I will analyze how an individual, event, or idea is introduced and elaborated upon in informational text.	Analyze Elaborate Informational text	STW2 : p. 171-178; p. 210 STW1 : p. 117-121	(Series of Histo	Teacher Selected Read-Aloud orical Events, Scientific Ideas, or Techn	ical Procedure)
CC.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I will analyze how a sentence, chapter, paragraph, or section fits into the structure of a text and contributes to the development of the task.	Analyze Structure Contributes	<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.	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.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I will compare and contrast two authors' presentation of the same event or topic.	Compare Contrast Memoir Biography	STW: p. 169- 171 CT: Book 6, p. 2, Lesson 22 STW1: p. 137 (T) GRW: Appendix 34			
CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.6.5a Interpret figures of speech (e.g., personification) in context.	I will interpret figures of speech in context.	Interpret Personification Figures of speech	http://www.readwrite think.org/ http://www.readwork s.org/ GRW (figurative language) WP: p. 45 (figurative language) LC: Book 6, p. 175, Lesson 13			

Refer to FSPS Ongoing CC: CC.L.6.2b Spell correctly. Choose spelling w	Spelling SS Grade 6 for CC.L.6.2b ords appropriately fro	Predictable Spelling Changes Spelling: -ceiv-/-cep-, -tain/-ten- Review -nounce/-nunc-	Choose appropriately from the lessons. WTW (DC) - Sort 43		
CC.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.6.5c Distinguish among the	Grammar • I will distinguish among connotations and denotations of	Distinguish Connotations Denotations	http://dictionary.r eference.com/ WTW: p.253 &	Connotations of Words with Similar Denotations	Teacher Selected Materials for Grammar Study
connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	words.		265 (Greek and Latin roots) BWL WJ: Chapter 7		
CC.W.6.2 Write informative/ explanatory texts to	Writing	Classification	NCL in E0 40		
examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CC.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I will write an informative piece, which examines a topic and conveys ideas, where I introduce a topic, organize ideas with appropriate structure, and include formatting, graphics and multimedia when useful.	Classification Cause/effect Formatting Multimedia	NCL: p. 59-60 NCL: p. 62 NCL: p. 76 NCL: p. 86 NCL: p. 94 (6) NCL: p. 95, Lesson Appendix P (T) Is That a Fact: p. 52 (T)	Re	Refer to Journeys Lessons 29-30 Lesson 17: Problem/Solution esearch to Build and Present Knowledge Standards *brief notes *problem/solution paragraph

CC.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I will write an informative piece, which examines a topic and conveys ideas, where I use facts, definitions, details, and quotations, or other examples to develop the topic.	Relevant facts Concrete details Informative piece Conveys	NCL: p. 91 NCL: p. 99 NCL: p. 101	Research to Build & Present Knowledge W.6.7 W.6.8 L.6.3a
CC.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	I will write an informative piece, which examines a topic and conveys ideas, where I use appropriate transitions to clarify relationships among ideas.	Informative piece Conveys Clarify Transitions	<i>NCL</i> : p. 93	
CC.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	I will write an informative piece, which examines a topic and conveys ideas, where I use precise language and vocabulary to inform or explains the topic.	Informative piece Conveys Precise Domain-specific Inform Explain	<i>NCL:</i> p. 96, 97	
CC. W.6.2e Establish and maintain a formal style.	I will write an informative piece, which examines a topic and conveys ideas, where I establish and maintain a formal style.	Informative piece Conveys Formal style	Is That a Fact?	
CC.W.6.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	I will write to conveys ideas, where I provide a supportive explanation.	Concluding statement Informative piece Convey	Is That a Fact?	

CC. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	• I will conduct short research projects that use several sources to answer a specific question.	Inquiry	<i>LC</i> : pg. 161-165	20 great research sites http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T) Squidoo http://www.squidoo.com/k12interactiveresearch (T) Squidoo http://www.squidoo.com/k12interactiveresearch (T)
CC. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	 I will gather information from multiple sources (print and digital) and assess credibility of those sources. I will quote or paraphrase information found for my finished work. I will provide basic bibliographic information for my sources. 	Relevant Credibility Quote Paraphrase Plagiarism Bibliographic	CT: Book 6, pg. 2-13, Lesson 22	
CC. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC. L.6.3a Vary sentence patterns for meaning, reader/ listener interest, and style.	I will vary sentence patterns for interest and style.	Vary	http://www.language arts.pppst.com/sente ncevariety.html TAW: p.62-72 (revision) (T) CL NCL MI LC: Book 6, p. 175 & 187, Lesson 13 & 14	