Unit: 1	Courageou	us Characters					
Essential Question:	How are th	e acts of courage revealed in writing?)				
Timeline:	August 26.	2013 to September 27, 2013					
Common Core Sta			Suggested	Performance Tasks	Grammar	Acad	emic
			Works		Spelling	Vocab	
 RL.6.1 Cite textual evid support analysis of what says explicitly as well as drawn from the text RL 6.2 Determine a there idea of a text and how it through particular detail summary of the text dist personal opinions or jud RL 6.3 Describe how a justory's or drama's plot useries of episodes as well characters respond or child plot moves toward a reserver a text, including figur connotative meaning; a impact of a specific wor meaning and tone RL 6.5 Analyze how a pisentence, chapter, scene fits into the overall struct and contributes to the detail struct of the theme, setting, or W6.1 Write arguments the claims with clear reason relevant evidence. a. Introduce claim and or reasons and evidence clear and writing in which the devidence clear and writing in which the devidence claims with the devidence clear and writing in which the devidence claims with clear reasons and evidence clear and writing in which the devidence clear and writing in which the devidence claims with clear reasons and evidence clear and writing in which the devidence clear and writing in which the devidence claims with clear reasons and evidence clear and writing in which the devidence clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in which the devidence claims with clear and writing in whi	the text s inferences me or central is conveyed s; provide a inct from gments. particular unfolds in a ll as how the ange as the olution. heaning of ey are used ative and nalyze the d choice on barticular , or stanza ture of a text evelopment plot. o support s and brganize the early coherent	 RL 6.1 I can cite evidence from literacy text to support my analysis using a Plot-Hill chart. RL 6.2 I can determine a theme based on details in the text. RL 6.2 I can summarize literary text- only information from the text. RL 6.3 I can describe how the plot evolves and how the characters change throughout a literary text by using the Plot-Hill chart. RL 6.4 I can determine the meaning of literal and figurative language (metaphors and similes) in text, and analyze how an author's word choice affects tone and meaning through the use of context clues. R6.5 I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text by using the Plot-Hill chart. W6.1 I can write arguments to support claims with clear reasons and relevant evidence. 	HM: Hatchet Where the Red Fern Grows	Hatchet- Students will write a response- to-literature paragraph describing the effects of the events on the evolution of the character in order to convey the author's message to the audience. Use Plot- Summary chart and examples from the text to support the analysis. Where the Red Fern Grows- Students will write a response-to- literature paragraph describing the effects of the events on the evolution of the character in order to convey the author's message to the audience. Use examples from the text to support the analysis. Hatchet and Where the Red Fern Grows	Test students for grammar and spelling at the beginning of the year. Use prior year's grammar and spelling program for each selection.	Hatchet Hatchet Hatchet Quills Self-pity Wince Nick, nicked Tinder, Kindling Consuming Slithering Hammered Straining Expression Frustration Shelter Glancing Exasperation Tendrils Cro-Magnon Gratified Red Fern Freight door Muster Cheap Coon Riffle Tassel Stationmaster Bolts Bottom Horehound Spread-eagled Mob Adoration	Accomplished Glancing blow Ignite Gratified Rasping Apparent Gesturing /Gestures Skittered Haunches Terrified Musty Gingerly Initial Expression Staff Lance Painstaking <i>Take (MMW)</i> Red Fern Rigging Trestletree Folly Restitution Spar Seasoned Treacherous Gyrations Endeavored Metronome Ascent Void Entangled
organization, and style a		a. I can create an introduction that		both have the theme			Veritable

 appropriate to task, purpose, and audience. W6.5 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. SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through 	 states my main argument and foreshadows the organization of my piece. W6.4 I can produce clear and coherent writing that is appropriate to task, purpose, and audience. W 6.5 I can use the writing process to produce clear and coherent writing. SL6.1 I can effectively engage in collaborative discussions with my peers. a. I can prepare myself to participate in discussions. c. I can pose questions with elaboration so I'm clear about what is being discussed. d. I can pose questions with elaboration that are on the topic being discussed. e. I can connect my questions to what others say. f. I can respond to questions with elaboration and detail that connect with what is being discussed. 	HM: Passage to Freedom Optional Novels: The Hidden Girl, a True Story of the Holocaust, by Lola Kaufman Boy in the Striped Pajamas	of courage. Compare and contrast the author's point of view in each, and the impact of each story on the audience. Develop a logical argument citing evidence from the text to support your position. Passage to Freedom Research Japanese interment camps in California during WWI. Use The DBQ Project- American History- Essay Outline Guide and Materials for Japanese Interment DBQs. *Complete one or more components of the project. * Optional Extension Compare and Contrast	Passage to Freedom Nazi Occupat WW II Lithuania Poland Germany Refugees Visas Permission Government Decision Superiors Embraced Reassigned Fountain Pen Diplomat Discouraged	Patiently Patiently Departure Japan/Japanese Jews "A Mother's Courage" Subsisted Ruckus Internment camp Authorities
by making comments that contribute to the topic, text, or issue under discussion.d. Review the key ideas expressed and demonstrate understanding of	e. I can connect my questions to what others say.f. I can respond to questions with elaboration and detail that connect	Kaufman Boy in the Striped	DBQs. *Complete one or more components of the project. * Optional Extension	Embraced Reassigned Fountain Pen Diplomat	camp Authorities Pantry

parentheses, dashes) to set off	clear message to my reader.	II.		
nonrestrictive/parenthetical				
elements.*	a. I can use punctuations (commas,			
	parentheses, dashes) to set off			
b. Spell correctly.	nonrestrictive/parenthetical elements.			
L6.3 . Use knowledge of language and its conventions when writing, speaking, reading, or listening.	b. I can spell correctly.			
	L6.3 a. I can use a variety of sentence			
a . Vary sentence patterns for	structures to make my writing and			
meaning, reader/listener interest, and style.*	speaking more interesting.			
	b. I can maintain consistency in style			
b . Maintain consistency in style and	and tone when writing and speaking.			
tone.*				
L6.4. 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.	L6.4 I can use a variety of strategies to determine the meaning of unknown words and phrases.			
 a. 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. c. Consult reference materials (e.g., 	a. I can use what the text says (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase.			
dictionaries, glossaries, thesauruses),				
both print and digital, to find the	c. I can use resource materials			
pronunciation of a word or	(glossaries, dictionaries, thesauruses)			
determine or clarify its precise	to help me determine or clarify the			
meaning or its part of speech.	pronunciation, meaning of key words			
d . Verify the preliminary	and phrases, and its part of speech.			
determination of the meaning of a	d. I can check the accuracy of my			
word or phrase (e.g., by checking the	guess about the meaning of a word or			
inferred meaning in context or in a	phrase by using resource materials.			
dictionary).	pinuse by using resource materials.			

Unit 2	Figure I	t Out						
Essential Question:	How do s	strategies in solving math pro-	oblems compare with	strategies for solving myst	eries?			
Timeline:	Septemb	ber 30, 2013 to October 18, 2013						
Common Core Stan	dards	LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic	Vocabulary	
 RI.6.1 Cite textual evide support analysis of what says explicitly as well as inferences drawn from the RI.6.2 Determine a centro of a text and how it is conthrough particular details provide a summary of the distinct from personal op or judgments. RI.6.8 Trace and evaluat argument and specific clatatext, distinguishing class, concepts, and information through selection, organization, analysis of relevant contatext, and information, classification, comparison/contrast, and graphics (e.g., charts, tabatantext, distinguishing comprehension. b. Develop the topic with the distinguishing comprehension. 	the text al idea nveyed s; e text inions e the aims in ims that and / nine a concepts, the nd ent. nize rmation	 RI.6.1 I can cite evidence from informational text to support my analysis. RI.6.2 I can determine the main idea of informational text and write a summary using only the information from the text. RI.6.8 I can identify and evaluate the argument and specific claims. citing the evidences from the text. W.6.2 I can write informative/ explanatory texts to examine a topic and convey ideas, concepts. a. I can introduce a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast and graphics (e.g., charts, tables) b. I can develop the topic sentence with relevant facts and supporting details. c. I can use appropriate 	HM: Dinosaur Ghost HM: Amelia Earhart: First Lady of Flight	 Dinosaur Ghost Students will create a tri-fold evidence brochure (HM p 208 & 209) of "How the Coelophysis Dinosaurs Died" Column 1 Theory, Column 2 Supporting Evidence, Column 3 Opposing Evidence, Column 4 (back side of Column 3) What will it take to prove this Amelia Earhart: First Lady of Flight theory? The student will create a three-paragraph essay comparing and contrasting the 	Etymology Greek and Latin Root Words. Syllabication of multi-syllable scientific words	Dinosaur Ghost Coelophysis Paleontologist Prehistoric Fossil Excavation Specimens Emerged Prey Marrow Embryos Agility Resemble Sure-footed Cannibalism Hypotheses Evidence Sulfurous Treacherous Catastrophies Geologists Amelia Earhart: First Lady of Flight Equator Moral support Course Navigator	Dinosaur Ghost Traces Asteroids Extinct Climatic Theory Seeped Silica bubbles Arsenic Predator Channel churning Ligaments Burrowing Drought Surge Erosion Phytosaurs Scattered Oxygen Hatchlings Triasic Amelia Earhart: First Lady of Flight Evidence Analyzed Testimony Estate Compelling	

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relevantify substances of amelia and concepts. c Use appropriate transitions of calify the relationships among ideas and concepts. c Use appropriate transitions and examples. c Use appropriate transitions and ecocepts. d. I can use precise language and domain-specific vocabulary to inform about or explain the topic. C restabilish and maintain formal store. C stabilish and maintain or escion that follows from the information or explain the topic. E Provide a concluding statement or section that the topic. E Provide a concluding statement or section that follows from the information or explanation presented. RL.6.1 Cite textual evidence to support my analysis. RL.6.1 Cite textual evidence to support my analysis. RL.6.2 Citermine a theme or informational evidence to support my analysis. RL.6.4 Cite textual evidence to support my analysis. RL.6.6 Citermine the exit. RL.6.6 Citer	 concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain formal style. (Academic Language) f. Provide a concluding statement or sections that follows from the information or explanation presented. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular RL 6.2 I can determine the main idea of informational text to support manalysis. 	differences of Amelia Earhart and Bessie Coleman's lives. Paragraph 1 – introduction Paragraph 2 – compare	Morse code Rigged up Accounting Journal Runway Itasca Bearing Static Kilocycles Reasoned Disappearance Aviation Transmission Hoax Grounded Electra Dysentery Eyewitness Sleuth	Controversy Inspiration Accomplish Investigates Bessie Coleman Barnstorming Novelty Bookkeeping Dashing Primitive Destiny Locals Scouting Cockpit Realized
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Fore Harpooning				
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Sergeant Whari				
Loch Ness Afterdeck				

Unit: 3						Charged UFOs	Scoff Laughingstock Bulkhead Trade journal Preliminary Contaminated
	Embracing	g Heritage					
Essential Question:	How does h	eritage define us individu	ally and as a natio	on?			
Timeline:		, 2013 to November 22, 20	-				
Common Core St	andards	LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic	Vocabulary
 RI 6.1 Cite textual evide support analysis of what explicitly as well as inferfrom the text. RI 6.2 Determine a centext and how it is convey particular details; provid of the text distinct from popinions or judgments. W 6.2 Write informative explanatory texts to exart and convey ideas, conception information through the organization, and analys content. a. Introduce a topic, orgat concepts, and information strategies such as definitic classification, comparison and graphics (e.g., charts and g	the text says rences drawn atral idea of a yed through e a summary personal re/ nine a topic pts, and selection, is of relevant anize ideas, on using ion, on/contrast, s, tables), and	 RI 6.1 I can cite evidence from informational text to support my analysis. RI 6.2 I can determine the main idea of informational text and write a summary using only the information from the text. W 6.2 I can write and informative/ explanatory text that has a clear topic. a. I can group supporting facts together about a topic in an informative/ explanatory a. I can introduce a topic or thesis statement; organize ideas, 	HM: The Royal Kingdoms of Ghana, Mali, and Songhay HM: The Great Wall	The Royal Kingdoms of Ghana, Mali, and SonghayThe students will write a compare and contrast paragraph. Use the outline graphic organizer to compare Ghana at the height of its power in AD 700-1000 to Ghana in the twenty-first century. Research the following items: economic system, daily life, and government.The Great Wall The students will write a compare and contrast paragraph. The nomadic Mongols invaded China for centuries. Compare the protective strategies the Chinese soldiers used under the Ming		Sudan Caravans Medieval Vicinity Flourishing Floodplain Dumb Bartering Ladened Goods Thicket Primary Livestock Endure The Great Wall blueprint technique terrain craftsmen laborers dynasty	Compounds Allocated Grievance Irrigation Adequate Game Meager Paternal Dissent Belligerence Entourage Oasis Caravanseral <i>The Great</i> <i>Wall</i> steppe ingenious insurmountable vying extravagance imposed nomadic
multimedia when useful comprehension.b. Develop the topic with facts, definitions, concret	h relevant	concepts, and information, using comparison/contrast		Dynasty at the end of the building of the Great Wall to the protective strategies of the		durable stonemasons massive	domain unity excluding

quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain- specific vocabulary to inform about or explain the topic. e. Establish and maintain formal style. (Academic Language) f. Provide a concluding statement or sections that follows from the information or explanation presented.	 b. I can develop the topic sentence with relevant facts and supporting details. c. I can use appropriate transitions to clarify the relationships among ideas and concepts. d. I can use precise language and domain-specific vocabulary to inform about or explain the topic. f. I can provide a concluding statement or section that follows from the information or explanation presented. 	Lost Temple of the Aztecs Optional Novels: House on Mango Street Becoming Naomi Leon Esperanza Rising Island of the Blue Dolphin	Chinese soldiers under the Qin Dynasty before the Great Wall was built. Use the two informational readings to support your position. <i>Lost Temple of the Aztecs</i> The students will write a <i>compare</i> <i>and contrast</i> paragraph. Power is transferred from one leader to another. Compare the transfer of power from Moctezuma to Cortez and the transfer of power from King Pascal II to his sons. How are these two events similar? How are they different? Write the main ideas and supporting details. Cite evidence.		Lost Temple Sites Metropolis Causeways Conquered Tributes Momentous Empire Adorned Intricate Excavation Goddess Shrines	of the Aztecs Moctezuma Tenochtitlan Aztec Quetzalcoatl Weaponry Governor Emperor Archeologist Anthropology Smallpox Ruins Expedition
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Unit: 4 Essential Question: Timeline:	What d	t Grow Up istinguishes childhood from adul ber 2, 2013 to January 24, 2014	Ithood?				
Common Core Stan	dards	LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic	Vocabulary
RL.6.1 Cite textual evide support analysis of what says explicitly as well as inferences drawn from the RL 6.2 Determine a there central idea of a text and is conveyed through part details; provide a summa the text distinct from per opinions or judgments. RL 6.3 Describe how a particular story's or dram unfolds in a series of epi- well as how the character respond or change as the moves toward a resolution RL 6.4 Determine the m of words and phrases as used in a text, including figurative and connotative meanings; analyze the im a specific word choice of meaning and tone RL 6.5 Analyze how a p sentence, chapter, scene, stanza fits into the overal	the text ne text ne or how it ticular ary of rsonal na's plot sodes as rs plot on. eaning they are ve npact of n articular	 RL 6.1 I can cite evidence from literacy text to support my analysis using a Plot-Hill chart. RL 6.2 I can determine a theme based on details in the text. RL 6.2 I can summarize literary text-only information from the text. RL 6.3 I can describe how the plot evolves and how the characters change throughout a literary text by using the Plot- Hill chart. RL 6.4 I can determine the meaning of literal and figurative language (metaphors and similes) in text, and analyze how an author's word choice affects tone and meaning through the use of context clues. R6.5 I can analyze how a particular sentence, stanza, 	 **Choose 2 <pre>selections of literature and 2 informative text. HM: True Confessions of Charlotte </pre> HM: Last <pre>Summer with Maizon</pre> 	True Confessions of Charlotte Doyle Students will write Response- to-Literature three-paragraph essay describing the effects of the events on the evolution of the character in order to convey the author's message to the audience. Use examples from the text to support the analysis. Paragraph 1 Universal message, thesis statement, establish context. (3 sentences) Paragraph 2 Use events of the story to support thesis (example quotes) (5 sentences) Paragraph 3 Conclusion that applies the thesis to modern society (3 sentences) HM: Last Summer with Maizon		True Confessions Scrimshaw art Royal Yard Shimmy up Shrouds Ratlines Maim Quailed Escorted Audacity Affixed Stays Deadeye Maneuvered India-rubber Main Mast Last Summer with Maizon Nervously Absently Cuticles Stops	True Confessions Rigging Trestletree Folly Restitution Spar Seasoned Treacherous Gyrations Endeavored Metronome Ascent Void Entangled Veritable Exultation Last Summer with Maizon Relieve Uncertain Eavesdropping P.S. 102

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	structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6 Explain how an author develops the point of view of view of the narrator or speaker in a text. W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claims and organize the reasons and evidence clearly. W.6.4 Produce clear and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience. W6.5 With some guidance and	 scene, or chapter fits in and contributes to the development of a text by using the Plot-Hill chart. RL.6.6. I can analyze how an author develops a narrator or speaker's point of view by looking for clues in the text. W6.1 I can write arguments to support claims with clear reasons and relevant evidence. a. I can create an introduction that states my main argument and foreshadows the organization of my piece. 	HM: The Challenge HM: "Franklin	HM: "Franklin R. Chang- Diaz"	Double-dutch Desolate Daydreaming Previous Stoop Frantically Concentrate Illegible Fidgeted Express Beckoned Exaggerated HM: "Franklin R. Chang-	Somberly Visions Inching Passed Conductor Crabbiest Maroon Offend Architect Blankly Uncertain HM: "Franklin R. Chang-
	support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W6.4 I can produce clear and coherent writing that is appropriate to task, purpose, and audience.	R. Chang- Diaz" HM: A Kind of	Write a paragraph describing the character qualities Franklin Chang-Diaz obtained while pursuing his dream of becoming an astronaut. What events led	Diaz" NASA Astronaut Aeronautics Laboratory	Diaz" JFK Rectify Plight Postage stamp
	SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	 W 6.5 I can use the writing process to produce clear and coherent writing. SL6.1 I can effectively engage in collaborative discussions with my peers. a. I can prepare myself to 	Grace Optional Novels: Tuck Everlasting	to the development of his character qualities.	Demonstrated Satellite Cosmonauts Simulate Rocketry Methodically Income Converse Scholarship	Soviet Union Resident Requirement MIT qualified Physics Laid off Engineering Thermonuclear
	 a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose and respond to specific questions with elaboration and 	 participate in discussions. c. I can pose questions with elaboration so I'm clear about what is being discussed. e. I can connect my questions to what others say. f. I can respond to questions with elaboration and detail that connect with what is being discussed. 	The Giver Tom Sawyer True Confessions of Charlotte		Integration Renovation Sputnik Jules Verne Parochial Avionics Temporary Resume'	Fusion Qualifications Dormant Soliciting Applicants Preliminary Visionary

detail by making comments that	g. I can explain what I			
contribute to the topic, text, or	understand about the topic			
issue under discussion.	being discussed.			
d. Review the key ideas	L.6.2 I can use correct			
expressed and demonstrate				
	capitalization, punctuations, and			
understanding of multiple	spelling to send a clear message			
perspectives through reflection	to my reader.			
and paraphrasing.	a. I can use punctuations			
	(commas, parenthesis, dashes)			
L.6.2. Demonstrate command of	to set off nonrestrictive/			
the conventions of standard	parenthetical elements.			
English capitalization,	b. I can spell correctly.			
punctuation, and spelling when	L.6.3.			
writing.	a. I can vary sentence patterns			
a. I can use punctuations				
(commas, parenthesis, dashes) to	for meaning, reader/listener			
set off nonrestrictive/	interest, and style.*			
	b. I can maintain consistency in			
parenthetical elements.	style and tone. when writing			
b. I can spell correctly.	and speaking.			
L.6.3. Use knowledge of				
language and its conventions	L.6.4 I can use a variety of			
when writing, speaking, reading,	strategies to determine the			
or listening.	meaning of unknown and			
C C	multiple-meaning words and			
a. Vary sentence patterns for	1 0			
meaning, reader/listener interest,	phrases.			
and style.*	a. I can use context (e.g.: the			
b. Maintain consistency in style	overall meaning of a sentence			
and tone.*	or paragraph; a word's position			
	or function in a sentence) as a			
L.6.4 Determine or clarify the	clue to the meaning of a word			
meaning of unknown and	or phrase.			
multiple-meaning words and	c. Consult reference materials,			
phrases based on grade 6 reading	(dictionaries, glossaries,			
and content, choosing from a	thesauruses) both print and			
range of strategies.	digital, to find the pronunciation			
a. Use context (e.g.: the overall				
meaning of a sentence or	of a word or determine or			
paragraph; a word's position or	clarify its precise meaning or its			
function in a sentence) as a clue	part of speech.			
to the meaning of a word or	d. I can check the accuracy of			
	my guess about the meaning of			
phrase.	a word or phrase by using			
c. Consult reference materials,				

		[
(dictionaries, glossaries,	resource materials.				
thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify					
digital, to find the pronunciation					
of a word or determine or clarify					
its precise meaning or its part of					
speech					
speech. d. Verify the preliminary					
d. Verify the preliminary					
determination of the meaning of					
a word or phrase (e.g. by					
checking the inferred meaning in					
a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).					
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Unit: 5	Poetry					
Essential Question:						
Timeline:	January	27, 2014 to February 7, 2014	4			
Common Core Stan	dards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary

Unit: 6						
	Wingir	ng It				
Essential Question:	,,g.	8				
Essential Question:						
Timeline:						
	Februar	ry 10, 2014 to February 28, 20)14			
Common Core Stan	dards	LOL	Suggested	Performance Tasks	Grammar	Academic
common core stan	uarus	101	Juggesteu		Grannia	
			Works			Vocabulary

2013-2014

Unit: 7	Folklor	klore; A Blast From the Past						
Essential Question:	How is	Iow is folklore simultaneously revealing and limiting? India, China, Americas, Greece, Rome						
Timeline:	March	rch 3, 2014 to March 28, 2014						
Common Core Standards		LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary		

Unit:					
Essential Question:					
Timeline:					
Common Core Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary