

Unit: 1	Courageous Characters					
Essential Question:	How are the acts of courage revealed in writing?					
Timeline:	August 26, 2013 to September 27, 2013					
Common Core Standards	LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic Vocabulary	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>W6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim and organize the reasons and evidence clearly</p> <p>W6.4 Produce clear and coherent writing in which the development, organization, and style are</p>	<p>RL 6.1 I can cite evidence from literacy text to support my analysis using a Plot-Hill chart.</p> <p>RL 6.2 I can determine a theme based on details in the text.</p> <p>RL 6.2 I can summarize literary text-only information from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W6.1 I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. I can create an introduction that</p>	<p>HM: <i>Hatchet</i></p> <p><i>Where the Red Fern Grows</i></p>	<p><i>Hatchet</i>- 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.</p> <p><i>Where the Red Fern Grows</i>- 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.</p> <p><i>Hatchet</i> and <i>Where the Red Fern Grows</i> both have the theme</p>	<p>Test students for grammar and spelling at the beginning of the year. Use prior year’s grammar and spelling program for each selection.</p>	<p><i>Hatchet</i></p> <p>Hatchet Quills Self-pity Wince Nick, nicked Tinder, Kindling Consuming Slithering Hammered Straining Expression Frustration Shelter Glancing Exasperation Tendrils Cro-Magnon Gratified</p> <p><i>Red Fern</i></p> <p>Freight door Muster Cheap Coon Riffle Tassel Stationmaster Bolts Bottom Horehound Spread-eagled Mob Adoration</p>	<p>Accomplished Glancing blow Ignite Gratified Rasping Apparent Gesturing /Gestures Skittered Haunches Terrified Musty Gingerly Initial Expression Staff Lance Painstaking <i>Take (MMW)</i></p> <p><i>Red Fern</i></p> <p>Rigging Trestletree Folly Restitution Spar Seasoned Tracherous Gyrations Endeavored Metronome Ascent Void Entangled Veritable</p>

<p>appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas,</p>	<p>states my main argument and foreshadows the organization of my piece.</p> <p>W6.4 I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</p> <p>W 6.5 I can use the writing process to produce clear and coherent writing.</p> <p>SL6.1 I can effectively engage in collaborative discussions with my peers.</p> <p>a. I can prepare myself to participate in discussions.</p> <p>c. I can pose questions with elaboration so I'm clear about what is being discussed.</p> <p>d. I can pose questions with elaboration that are on the topic being discussed.</p> <p>e. I can connect my questions to what others say.</p> <p>f. I can respond to questions with elaboration and detail that connect with what is being discussed.</p> <p>g. I can explain what I understand about the topic being discussed.</p> <p>L6.2 I can use correct capitalization, punctuations, and spelling to send a</p>	<p>HM: <i>Passage to Freedom</i></p> <p>Optional Novels: <i>The Hidden Girl, a True Story of the Holocaust,</i> by Lola Kaufman</p> <p><i>Boy in the Striped Pajamas</i></p>	<p>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.</p> <p><i>Passage to Freedom</i> Research Japanese interment camps in California during WWII. Use The DBQ Project- American History- <i>Essay Outline Guide and Materials</i> for Japanese Interment DBQs. *Complete one or more components of the project. * Optional Extension Compare and Contrast Essay comparing the way the Nazi government's treatment of the Jews and U.S government's treatment of the Japanese during WW</p>		<p><i>Passage to Freedom</i> Nazi Occupation WW II Lithuania Poland Germany Refugees Visas Permission Government Decision Superiors Embraced Reassigned Fountain Pen Diplomat Discouraged</p>	<p>Exultation</p> <p><i>Passage to Freedom</i> Disobey Patiently Departure Japan/Japanese Jews</p> <p>"A Mother's Courage" Subsisted Ruckus Interment camp Authorities Pantry Courtyard</p>
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<p>parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>L6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p>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.</p> <p>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.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>clear message to my reader.</p> <p>a. I can use punctuations (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. I can spell correctly.</p> <p>L6.3 a. I can use a variety of sentence structures to make my writing and speaking more interesting.</p> <p>b. I can maintain consistency in style and tone when writing and speaking.</p> <p>L6.4 I can use a variety of strategies to determine the meaning of unknown words and phrases.</p> <p>a. I can use what the text says (e.g., <i>the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) to determine the meaning of a word or phrase.</p> <p>c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation, meaning of key words and phrases, and its part of speech.</p> <p>d. I can check the accuracy of my guess about the meaning of a word or phrase by using resource materials.</p>		<p>II.</p>			
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<p>relevant facts, definitions, 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.</p> <p>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 details; provide a summary of the text distinct from personal opinions or judgments. RL.6.6</p>	<p>transitions to clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>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.</p>	<p>HM: “Out There”</p>	<p>similarities and differences of Amelia Earhart and Bessie Coleman’s lives. Paragraph 1 – introduction Paragraph 2 – compare Paragraph 3 - contrast</p> <p>HM: “Out There” Create a three-paragraph essay comparing and contrasting Danny’s story about the eel-like creature to the one reported by Captain Judy of the <i>Pacific Empress</i>. Paragraph 1 – introduction Paragraph 2 – compare Paragraph 3 - contrast</p>	<p>Homing signals Morse code Rigged up Accounting Journal Runway Itasca Bearing Static Kilocycles Reasoned Disappearance Aviation Transmission Hoax Grounded Electra Dysentery Eyewitness Sleuth Suspect</p> <p>HM: “Out There” Jetty Steerage way Knots Visibility Buoy Stern Derelict Cabin cruiser Port side Galley Bow Cleat Berths Coroner Fore Aft Sergeant Loch Ness</p>	<p>Taxied Controversy Inspiration Accomplish Investigates Bessie Coleman Barnstorming Novelty Bookkeeping Dashing Primitive Destiny Locals Scouting Cockpit Realized Motivate</p> <p>HM: “Out There” Civilian Overboard Inquiries Library of Congress Starboard Wheelhouse Incident Bridge Oceanographic Discount Kraken Larvae Beam Harpooning Grizzled Wharf Afterdeck</p>
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Unit: 3	Embracing Heritage					
Essential Question:	How does heritage define us individually and as a nation?					
Timeline:	October 21, 2013 to November 22, 2013					
Common Core Standards		LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic Vocabulary
<p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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. a. Introduce a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details,</p>		<p>RI 6.1 I can cite evidence from informational text to support my analysis.</p> <p>RI 6.2 I can determine the main idea of informational text and write a summary using only the information from the text.</p> <p>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, concepts, and information, using comparison/contrast</p>	<p>HM: The Royal Kingdoms of Ghana, Mali, and Songhay</p> <p>HM: The Great Wall</p>	<p>The Royal Kingdoms of Ghana, Mali, and Songhay The students will write a <i>compare and contrast</i> 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.</p> <p>The Great Wall The students will write a <i>compare and contrast</i> paragraph. The nomadic Mongols invaded China for centuries. Compare the protective strategies the Chinese soldiers used under the Ming Dynasty at the end of the building of the Great Wall to the protective strategies of the</p>	<p>Sudan Caravans Medieval Vicinity Flourishing Floodplain Dumb Bartering Ladened Goods Thicket Primary Livestock Endure</p> <p>The Great Wall blueprint technique terrain craftsmen laborers dynasty durable stonemasons massive</p>	<p>Compounds Allocated Grievance Irrigation Adequate Game Meager Paternal Dissent Belligerence Entourage Oasis Caravanseral</p> <p>The Great Wall steppe ingenious insurmountable vying extravagance imposed nomadic domain unity excluding</p>

<p>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.</p>	<p>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.</p>	<p><i>Lost Temple of the Aztecs</i></p> <p>Optional Novels:</p> <p><i>House on Mango Street</i></p> <p><i>Becoming Naomi Leon</i></p> <p><i>Esperanza Rising</i></p> <p><i>Island of the Blue Dolphin</i></p>	<p>Chinese soldiers under the Qin Dynasty before the Great Wall was built. Use the two informational readings to support your position.</p> <p><i>Lost Temple of the Aztecs</i></p> <p>The students will write a <i>compare 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.</p>		<p><i>Lost Temple of the Aztecs</i></p> <p>Sites Metropolis Causeways Conquered Tributes Momentous Empire Adorned Intricate Excavation Goddess Shrines</p>	<p><i>of the Aztecs</i></p> <p>Moctezuma Tenochtitlan Aztec Quetzalcoatl Weaponry Governor Emperor Archeologist Anthropology Smallpox Ruins Expedition</p>
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Unit: 4	I Won't Grow Up					
Essential Question:	What distinguishes childhood from adulthood?					
Timeline:	December 2, 2013 to January 24, 2014					
Common Core Standards	LOL	Suggested Works	Performance Tasks	Grammar Spelling	Academic Vocabulary	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall</p>	<p>RL 6.1 I can cite evidence from literacy text to support my analysis using a Plot-Hill chart.</p> <p>RL 6.2 I can determine a theme based on details in the text.</p> <p>RL 6.2 I can summarize literary text-only information from the text.</p> <p>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.</p> <p>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.</p> <p>R6.5 I can analyze how a particular sentence, stanza,</p>	<p>**Choose 2 selections of literature and 2 informative text.</p> <p>HM: <i>True Confessions of Charlotte</i></p> <p>HM: <i>Last Summer with Maizon</i></p>	<p><i>True Confessions of Charlotte Doyle</i></p> <p>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.</p> <p>Paragraph 1 Universal message, thesis statement, establish context. (3 sentences)</p> <p>Paragraph 2 Use events of the story to support thesis (example quotes) (5 sentences)</p> <p>Paragraph 3 Conclusion that applies the thesis to modern society (3 sentences)</p> <p>HM: <i>Last Summer with Maizon</i></p>	<p><i>True Confessions</i> Scrimshaw art Royal Yard Shimmy up Shrouds Ratlines Maim Quailed Escorted Audacity Affixed Stays Deadeye Maneuvered India-rubber Main Mast</p> <p><i>Last Summer with Maizon</i> Nervously Absently Cuticles Stops</p>	<p><i>True Confessions</i> Rigging Trestletree Folly Restitution Spar Seasoned Treacherous Gyrations Endeavored Metronome Ascent Void Entangled Veritable Exultation</p> <p><i>Last Summer with Maizon</i> Relieve Uncertain Eavesdropping P.S. 102</p>	

<p>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 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 <i>grade 6 topics, texts, and issues</i>, 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</p>	<p>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. 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. 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.</p>	<p>HM: <i>The Challenge</i> HM: “Franklin R. Chang-Diaz” HM: <i>A Kind of Grace</i> Optional Novels: <i>Tuck Everlasting</i> <i>The Giver</i> <i>Tom Sawyer</i> <i>True Confessions of Charlotte</i></p>	<p>HM: “Franklin R. Chang-Diaz” Write a paragraph describing the character qualities Franklin Chang-Diaz obtained while pursuing his dream of becoming an astronaut. What events led to the development of his character qualities.</p>		<p>Double-dutch Desolate Daydreaming Previous Stoop Frantically Concentrate Illegible Fidgeted Express Beckoned Exaggerated HM: “Franklin R. Chang-Diaz” NASA Astronaut Aeronautics Laboratory Demonstrated Satellite Cosmonauts Simulate Rocketry Methodically Income Converse Scholarship Integration Renovation <i>Sputnik</i> Jules Verne Parochial Avionics Temporary Resume’</p>	<p>Somberly Visions Inching Passed Conductor Crabbiest Maroon Offend Architect Blankly Uncertain HM: “Franklin R. Chang-Diaz” JFK Rectify Plight Postage stamp Soviet Union Resident Requirement MIT qualified Physics Laid off Engineering Thermonuclear Fusion Qualifications Dormant Soliciting Applicants Preliminary Visionary</p>
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<p>detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. I can use punctuations (commas, parenthesis, dashes) to set off nonrestrictive/ parenthetical elements.</p> <p>b. I can spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a range of strategies.</p> <p>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.</p> <p>c. Consult reference materials,</p>	<p>g. I can explain what I understand about the topic being discussed.</p> <p>L.6.2 I can use correct capitalization, punctuations, and spelling to send a clear message to my reader.</p> <p>a. I can use punctuations (commas, parenthesis, dashes) to set off nonrestrictive/ parenthetical elements.</p> <p>b. I can spell correctly.</p> <p>L.6.3.</p> <p>a. I can vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. I can maintain consistency in style and tone. when writing and speaking.</p> <p>L.6.4 I can use a variety of strategies to determine the meaning of unknown and multiple-meaning words and phrases.</p> <p>a. I can 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.</p> <p>c. Consult reference materials, (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. I can check the accuracy of my guess about the meaning of a word or phrase by using</p>					
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<p>(dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p>	<p>resource materials.</p>					
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Unit: 5	Poetry					
Essential Question:						
Timeline:	January 27, 2014 to February 7, 2014					
Common Core Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary	

Unit: 6	Winging It				
Essential Question:					
Timeline:	February 10, 2014 to February 28, 2014				
Common Core Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary

Unit: 7	Folklore; A Blast From the Past				
Essential Question:	How is folklore simultaneously revealing and limiting? India, China, Americas, Greece, Rome				
Timeline:	March 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

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