

# Deer Valley Unified School District

## Language Arts Curriculum



### 6<sup>th</sup> Grade

Spring, 2007



## BLUEPRINT FOR GRADE 6 READING – FIRST QUARTER

Best School Year	Yang the Eldest	Knots	Marble Champ	Darnell	Number The Stars	Summer of the Swans
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### Strand I: Reading Process

<b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.							
PO 2. Use context to identify the meaning of unfamiliar words. <b>Q19</b>	X	X	X	X	X	X	X
PO 3. Use context to identify the intended meaning of words with multiple meanings. <b>Q7</b>	X	X	X	X	X	X	X
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms, in prose and poetry. <b>Q1, Q10, Q11</b>		X	X		X		

<b>Concept 6: Comprehension Strategies</b> Employ strategies to comprehend text.							
PO 7. Use reading strategies to interpret text. <b>Q 9, Q20</b>	X	X	X	X	X	X	X

### Strand 2: Comprehending Literary Text

<b>Concept 1: Elements of Literature</b> Identify, analyze, and apply knowledge of the structure and elements of literature.							
PO 3. Describe the motivations of major and minor characters. <b>Q22</b>	X			X			
PO 4. Identify the narrative point of view. <b>Q23</b>						X	
PO 5. Analyze the influence of setting on the problem and resolution. <b>Q25</b>	X						
PO 8. Identify various genres of fiction based upon their characteristics. <b>Q24</b>	X	X	X	X	X	X	X

### Strand 3: Comprehending Informational Text

<b>Concept 1: Expository Text</b> Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.							
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text. <b>Q12</b>							
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text. <b>Q 13</b>							
PO 4. Identify the author's stated or implied purpose(s) for writing expository text. <b>Q14</b>		X		X			
PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <b>Q 3, Q8, Q21</b>							
PO 6. Locate appropriate print and electronic sources for a specific purpose. <b>Q15</b>							
PO 9. Draw valid conclusions based on information gathered from expository text. <b>Q 16, Q17, Q18</b>		X		X			

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Best School Year	Yang the Eldest	Knots	Marble Champ	Darnell	Number The Stars	Summer of the Swans
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<b>Concept 2: Functional Text</b> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.							
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. Q4, 5							
PO 2. Identify the components of functional text. Q2							
PO 3. Interpret details from functional text for a specific purpose. Q6							

## BLUEPRINT FOR GRADE 6 READING – SECOND QUARTER

Old Yeller	Trapped by the Ice	Flood	Stone Age News	Ancient China	Pyramids	Look into the Past	Skill of Pericles
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### Strand I: Reading Process

<b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.								
PO 2. Use context to identify the meaning of unfamiliar words. Q3, Q13	X	X	X	X	X	X	X	X
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms, in prose and poetry. Q1, Q2	X	X		X				X

<b>Concept 6: Comprehension Strategies</b> Employ strategies to comprehend text.								
PO 1. Predict text content using prior knowledge and text features. Q10	X	X	X	X	X	X	X	X
PO 7. Use reading strategies to interpret text. Q 11, Q12	X	X	X					X

### Strand 2: Comprehending Literary Text

<b>Concept 1: Elements of Literature</b> Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 1. Describe the plot and its components. Q6								X
PO 2. Identify the theme in works of prose, poetry, and drama. Q4, Q5, Q14								X
PO 3. Describe the motivations of major and minor characters. Q7, Q8								X

### Strand 3: Comprehending Informational Text

<b>Concept 1: Expository Text</b> Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order. Q19			X	X	X	X	X	
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text. Q 15								
PO 4. Identify the author's stated or implied purpose(s) for writing expository text. Q16					X		X	
PO 6. Locate appropriate print and electronic sources for a specific purpose. Q9					X	X		
PO 9. Draw valid conclusions based on information gathered from expository text. Q 17, Q18				X	X	X	X	

## BLUEPRINT FOR GRADE 6 READING – SECOND QUARTER

Old Yeller	Trapped by the Ice	Flood	Stone Age News	Ancient China	Pyramids	Look into the Past	Skill of Pericles
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<b>Concept 2: Functional Text</b> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. <b>Q20</b>								
PO 2. Identify the components of functional text. <b>Q21, 22</b>								

<b>Concept 3: Persuasive Text</b> Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.								
PO 1. Determine the author's specific purpose for writing the persuasive text. <b>Q23</b>								
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object. <b>Q24, Q25</b>								

## BLUEPRINT FOR GRADE 6 READING – THIRD QUARTER

Mountain	Fall Secrets	Girls think of Everything	Do-It-Yourself Project	Catching the Fire	Seventh Grade	San Ho	Out of the Darkness
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### Strand I: Reading Process

<b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.								
PO 2. Use context to identify the meaning of unfamiliar words. Q3, Q4, Q21	X	X	X	X	X	X	X	X

<b>Concept 6: Comprehension Strategies</b> Employ strategies to comprehend text.								
PO 4. Use graphic organizers in order to clarify the meaning of the text. Q2	X	X	X	X	X	X	X	X
PO 7. Use reading strategies to interpret text. Q5, Q10, Q14, Q17	X	X		X		X	X	

### Strand 2: Comprehending Literary Text

<b>Concept 1: Elements of Literature</b> Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 2. Identify the theme in works of prose, poetry, and drama. Q15	X	X		X		X	X	
PO 3. Describe the motivations of major and minor characters. Q8, Q23		X				X	X	
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice. Q9	X					X		
PO 7. Identify the characteristics and structural elements of poetry. Q16					X			

### Strand 3: Comprehending Informational Text

<b>Concept 1: Expository Text</b> Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 6. Locate appropriate print and electronic sources for a specific purpose. Q1, Q7, Q22								
PO 8. Identify the organizational structures of expository text. Q6			X		X			
PO 9. Draw valid conclusions based on information gathered from expository text. Q24, Q25		X	X	X			X	X

## BLUEPRINT FOR GRADE 6 READING – THIRD QUARTER

Mountain	Fall Secrets	Girls think of Everything	Do-It-Yourself Project	Catching the Fire	Seventh Grade	San Ho	Out of the Darkness
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<b>Concept 2: Functional Text</b> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO 3. Interpret details from functional text for a specific purpose. Q18, Q19, Q20								

<b>Concept 3: Persuasive Text</b> Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.								
PO 1. Determine the author's specific purpose for writing the persuasive text. Q11, Q12			X				X	
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object. Q13								X



# *Trophies*

## *Timeless Treasures*

### *Theme 1- Personal Best*

*In this theme, Students will learn that there are both external and internal supports that contribute to achieving one's best.*

*Essential Question: What character traits will help me achieve my goals?*

#### **Easy**

- The Million Dollar Shot by Dan Gutman
- Garden by Robert Maass
- The Kid in the Red Jacket by Barbara Park
- Mozart: Young Music Genius by Francene Sabin
- Louisa May Alcott: Young Writer by Laurence Santrey
- The Gift of the Girl Who Couldn't Hear by Susan Shreve
- The Pool Party by Gary Soto

#### **Additional Theme Related Books**

#### **Average**

- The Landry News by Andrew Clements
- If You're Not Here, Please Raise Your Hand: Poems About School by Kalli Dakos
- Live Writing by Ralph Fletcher
- Left-Handed Shortstop by Patricia Reilly Giff
- That Sweet Diamond: Baseball Poems by Paul B. Janeczko
- In the Year of the Boar and Jackie Robinson by Bette Bao Lord
- A Season of Comebacks by Kathy Mackel
- Me, Mop, and the Moondance Kid by Walter Dean Myers
- Yang the Second and her Secret Admirers by Lensey Namioka
- My Brother Louis Measures Worms and Other Louis Stories by Barbara Robinson
- Baseball in April and Other Stories by Gary Soto

#### **Challenging**

- The Young Person's Guide to the Orchestra by Anita Ganer
- Can't Catch Me, I'm the Gingerbread Man by Jamie Gilson
- My Backyard Garden by Carol Lerner
- The Sign of the Beaver by Elizabeth George Speare
- Children of the Dust Bowl by Jerry Stanley



Theme: Personal Best		Genre: Realistic Fiction	Reading Selection: "The Best School Year Ever" By Barbara Robinson			Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn that there are both external and internal supports that contribute to achieving one's best.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		20H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). [Listening Comprehension]	I		20G	
Preparing to Read-  <b>Focus Skill: Narrative Elements</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	PO 1. Describe the plot and its components (e.g. main events, conflict, rising action, climax, falling action, resolution)	E	Q2	20I, 24, 26, 32, 38-39, S4-S5, T2	
		PO 2. Identify the theme (moral lesson, meaning, message, view or comment on life) of a literary selection.	E	Q2, Q3		
		PO 3. Describe the motivations of major and minor characters.	E	Q1, Q2, Q3		
		PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem or resolution.	E	Q1		
<b>Focus Strategy: Self-Question</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 3. <i>Generate clarifying questions in order to comprehend text.</i> <b>[Self-questioning]</b>	E		20J, 25, 27, 31	
<b>Vocabulary [Decode multisyllabic words]</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	20L, 20-21, S2-S3, T4, T24, 39K	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I			

<b>Preview and Predict/Set Purpose</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	20K, 22-23
		PO 4. Use graphic organizers in order to comprehend text. <b>[Story Map]</b>	I	Q3	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Realistic Fiction]</b>	I	Q1	
<b>Guided Comprehension</b> "The Best School Year Ever"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	E		22-35, T12, T17
		PO 4. Use graphic organizers in order to comprehend text.	I		
		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		36-37
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice <b>[dialogue]</b>	I	Q3	39A-39B
<b>After Reading:</b> <i>Making Connections Review/Extension</i>	<b>Research and Information Skills</b>	Follow multiple-step instructions	N		39D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	I		39M-39P, T9-T11B

Cross-Curricular Connections		Social Studies: Write about Citizenship Math: Make a Graph	N		20E-20F
Writing [Descriptive Paragraph/Voice]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 2. Write a summary based on information gathered that includes: a. a topic sentence, b. supporting details c. relevant information	E		39E-39F, S6-S7, T21-T22
	Writing Strand 2 <b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Show awareness of the audience through word choice and <b>style</b> .	E		
		PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g. prior knowledge, discussion with others, printed material or other sources).	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	E		
		PO 6. Use a variety of sentence structures (i.e., <b>simple</b> , <b>compound</b> ) to improve sentence fluency in the draft.	I		

<b>Writing</b> <b>[Descriptive Paragraph/Voice]</b> <b>(cont.)</b>	<b>Concept 3: Revising (cont.)</b>	PO 7. Apply appropriate tools or strategies (i.e., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	I		39E-39F, S6-S7, T21-T22
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> Publishing includes formatting and presenting a final product for the intended audience.	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		39L
<b>Spelling</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<b>[Types of sentences; Identify interjections]</b>	N		39G-39H, T3
		PO 7. Spell high-frequency words correctly.	I		39I-39J
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Words with Short Vowels]</b>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give a Description using sensory details to reflect viewpoint and intonation to engage the audience.	N		39L, T23
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for and visualize sensory details while listening to a description.	N		39L

# CONCEPT MAP

## Grade 6

### Key Concepts:

Fiction usually follows this structure: the characters, setting, and problem are introduced; the problem gets worse; the problem is resolved. As you read, you learn the message or theme of the story.

Readers can use what they know about the narrative elements to ask themselves questions that will help them understand what they have read.

Syllabication helps decode unknown words by dividing them into syllables, sounding them out, and blending the syllables together.

Authors use dialogue to make their writing more vivid. Dialogue should be spoken with the correct intonation and the reader should say the words the way the characters might say them.

In writing, tone is often revealed through sensory details. Tone reflects the writer's attitude and viewpoint and influences voice.

The four different types of sentences are declarative, interrogative, imperative, and exclamatory. An interjection is an expression of a strong feeling, but is not a sentence.

### Theme: **Self-Discovery** **Personal Best**

#### Reading Selection: "The Best School Year Ever" by Barbara Post

#### **Objectives:**

- To read and understand a realistic fiction selection
- To use characters, setting, and plot to determine theme
- To use self-questioning to understand important ideas
- To use syllabication to decode unfamiliar words
- To recognize and understand dialogue
- To improve voice in a descriptive paragraph by using sensory details to reveal the writer's tone (attitude toward topic).
- To identify the different types of sentences and interjections

#### **Strategies:**

Vocabulary/Sentence      Types:  
Using the key vocabulary words, write examples of the different types of sentences. Add an interjection to at least two of the sentences.

Fluency/Dialogue: In pairs, practice reading the part of the story that describes Boyd's bike rack experience (Pages 26-28). Read with appropriate expression (volume and intonation) to show the characters' emotions.

Syllabication:      Model  
syllabication using the  
"Vocabulary in Context"  
Teaching Transparency 3.  
Show students how to use the dictionary to clarify syllables when they are unsure.

Revising/Voice: After writing the first draft of your descriptive paragraph, highlight or circle all of the examples of sensory details that you have included. Check for a good balance and revise as needed.

### Key Vocabulary:

Quality-personal characteristic or trait

Compliment-an expression of praise

Inventive-clever in a creative way

Resourceful-clever and imaginative

Shrewd- clever and practical

Enterprising-being willing to take on challenges

Embarrassment-the feeling of being ill at ease

Story Elements: Work in small groups to design a graphic organizer for the story elements. (setting, character, problem, resolution, theme) Write the theme of the selection across the bottom. Place your final design on chart paper or an overhead to share with the class.





Theme: Personal Best   Genre: Realistic Fiction   Reading Selection: Yang the Eldest and His Odd Jobs					Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn that there are both external and internal supports that contribute to achieving one's best.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		40H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	I		40G
Preparing to Read - <b>Focus Skill: Prefixes, Suffixes, and Roots</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		40I, 44, 46, 50, 62-63, 63K, S1-S11, T4
Focus Strategy: <b>Create Mental Images</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	<b>[Create Mental Images]</b>	E		40J, 45, 47, 51
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		40L, 40-41, S8-S9, T24, 63K
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
		PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	I	Q1, Q2	
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	40K, 42-43, T18
		PO 4. Use graphic organizers in order to comprehend text. <b>[Problem-Solution Chart]</b>	E	Q3	

<b>Preview and Predict/Set Purpose (cont.)</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction]</i>	I	Q1	40K, 42-43, T18 (cont.)
<b>Guided Comprehension</b> "Yang the Eldest and His Odd Jobs"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 2. Confirm predictions about text for accuracy.</i>	I		42-59, T13
		<i>PO 4. Use graphic organizers in order to comprehend text.</i>	E	Q3	
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	E	Q1, Q2, Q3	
"Pint-Size Picasso"	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	<i>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</i>	E	Q1	56-59
		<i>PO 9. Draw valid conclusions about expository text, supported by text evidence.</i>	I	Q1, Q2, Q3	
<b>After Reading: Making Connections Review/Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in a text to experience and to related text and sources.</i>	I		60-61
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	<i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice. [Mood and Tone]</i>	E	Q3	63A-63B
	<b>Research and Information Skills (Concept 4 Vocabulary)</b>	<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available) [Using a Dictionary]</i>	N		63D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	I		63M-63P, T9-T11B
<b>Cross-Curricular Connections</b>		Writing: Write a persuasive business letter Social Studies: Research China	N		40E-40F

Writing [Descriptive Essay/Voice]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation</i>	[Descriptive essay]	N		63E-63F, S12-S13, T21
	<b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Show awareness of the audience through word choice and <b>style</b> .	E		
		PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	E		
	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 4. Use literal and figurative language where appropriate to purpose.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing.	I		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram, web, story map</b> , plot pyramid) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing [Descriptive Essay/Voice] (cont.)	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. <i>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i>	I		63E-63F, S12-S13, T21
		PO 2. <i>Add details to the draft to more effectively accomplish the purpose.</i>	E		
		PO 7. <i>Apply appropriate tools or strategies (i.e., <b>peer review</b>, checklists, <b>rubrics</b>) to refine the draft.</i>	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. <i>Identify punctuation, spelling, and grammar and usage errors in the draft.</i>	I		
		PO 4. <i>Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.</i>	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> Publishing includes formatting and presenting a final product for the intended audience.	PO 1. <i>Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	N		63L
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	[Complete and simple subjects]	N		63G-63H, T5
Spelling		PO 7. <i>Spell high-frequency words correctly.</i>	I		63I-63J
		PO 8. <i>Use common spelling patterns/generalizations to spell words correctly. [Words with Long Vowels]</i>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Use appropriate intonation while reading descriptive essay aloud to the class.	I		63L, T23
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for figurative language and imagery in student essays.	N		63L

# CONCEPT MAP

## Grade 6

### Key Concepts:

Prefixes, suffixes, and roots are word parts that carry meanings. You can use the parts you know to help you figure out the meanings of unfamiliar words.

Realistic fiction tells about characters and events that are like people and events in real life. A biography is non-fiction and tells about someone in real life.

Good readers can better understand what they have read by picturing events or descriptions in their minds.

In a story, the tone is author's attitude toward the subject. The mood is the overall feeling or emotion that is expressed.

Writers use descriptive language to help their personal voice show in their writing. Good descriptive writing uses figurative language and imagery to create vivid images that enhance the mood and tone of the story.

The complete subject includes all of the words that tell who or what the sentence is about. The simple subject is the main word or words in the complete subject.

### Theme: **Self-Discovery** **Personal Best**

**Reading Selection: "Yang the Eldest and His Odd Jobs" by Lensey Namioka**

#### **Objectives:**

- To read and understand a realistic fiction selection; to compare realistic fiction to biography**
- To use affixes and roots to determine and clarify word meanings**
- To understand that creating mental images can help a reader understand important ideas.**
- to recognize the mood and tone of the text**
- To use voice in writing a descriptive essay.**
- To use complete and simple subjects correctly**

#### **Strategies:**

Affixes/Roots: Challenge students to think of words using the roots on p. 62. Display the results on a word wall.

Strategies: Help students practice creating mental images by describing a scene to them as they close their eyes and try to picture it in their mind. Show them the actual picture and discuss how their image was similar or different to the actual scene.

Genre: Using a Venn diagram, compare and contrast the two writing pieces, "Yang the Eldest," and "Pint-Size Picasso". Look for characteristics that help distinguish between fiction and biography.

Subjects: Ask students to add words to the subject of a sentence to make the complete subject different than the simple subject. The expanded sentences will be more descriptive with better word choice. (See 63H for an example)

Voice: Write a descriptive essay that describes a celebration that you enjoyed. Include a simile or metaphor as your first sentence. Include sensory details that enhance the mood of the writing.

### Key Vocabulary:

Novelty-quality of being new and different

Arcade-a covered passageway or street with shops on both sides

Vendors- people who sell things

Hilarious-very humorous

Sulkiness- a feeling of anger or ill-humor

Unaccompanied- without other instruments playing along

Flourish- the act of waving something in a showy way

Selection: Yang the Eldest



Theme: Personal Best		Genre: Autobiography	Reading Selection: Knots in my Yo-yo String			Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn that there are both external and internal supports that contribute to achieving one's best.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		64H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). <b>[Listening Comprehension]</b>	I		64G	
Preparing to Read - <b>Focus Skill: Make judgments</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. <b>[Make judgments]</b>	E		64I, 68, 70, 72, S16 S17	
Focus Strategy: <i>Use decoding/phonics</i>		<b>[Decode long words to gain meaning]</b>	N		64J, 71, 73	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		64L, 64-65, 83K, S14-S15, T25	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3		
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1		
		PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	I	Q1, Q2		

<b>Preview and Predict/Set Purpose</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	64K, T18
		PO 4. Use graphic organizers in order to comprehend text. <b>[Judgement Evidence Chart]</b>	I	Q3	
<b>Guided Comprehension</b> "Knots in my Yo-yo String"	Employ Strategies to comprehend text.	PO 2. Confirm predictions about text for accuracy.	I		66-77, T14
		PO 4. Use graphic organizers in order to comprehend text.	I	Q3	
		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
"From the Photograph Album" and "Good Sportsmanship"	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) <b>[Rhyme Scheme]</b>	I	Q3	78-79
<b>After Reading:</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	I		80-81
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Comparing realistic fiction to biography/autobiography]</b>	I	Q1	83A-83B
		PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice. <b>[Mood and Tone]</b>	I	Q3	83D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	I		83M-83P, T9-T11B
<b>Cross-Curricular Connections</b>		Writing: Select an appropriate writing form to write about a hobby Social Studies: Research mythology	N		64E



Writing [Personal Narrative/Voice]	Writing Strand 3 <b>Concept 1: Expressive</b> <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a <b>narrative</b> that includes: a. an engaging <b>plot</b> based on imagined or real ideas, observations, or memories of an event or experience b. Effectively developed characters c. Clearly described <b>setting</b> d. <b>Dialogue</b> , as appropriate e. <b>figurative language</b> , or descriptive words and phrases to enhance style and tone.	E		83E-83F, S18-S19, T20-21
	Writing Strand 2 <b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Show awareness of the audience through word choice and <b>style</b> .	E		
		PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g. prior knowledge, discussion with others, printed material or other sources).	I		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , plot pyramid) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (i.e., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	E		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		

<b>Writing</b> <b>[Personal Narrative/Voice]</b> <b>(cont.)</b>	Writing Strand 2 <b>Concept 5: Publishing</b> Publishing includes formatting and presenting a final product for the intended audience.	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	I		83L
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<b>[Complete and simple predicates]</b>	N		83G-83F, T6
<b>Spelling</b>		<i>PO 7. Spell high-frequency words correctly.</i>	I		83I-83J
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly. [Vowels before r]</i>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Effectively describe a personal experience	N		83L, T23
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for details and emotion in a presentation	N		83L
<b>Viewing and Presenting</b>	VP-E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions	Analyze persuasive techniques in an advertisement	E		83L

# CONCEPT MAP

## Grade 6

### Key Concepts:

An autobiography is a first-person account of someone's life. Autobiographies are true stories and are usually written in time-order sequence.

A judgment must be supported by evidence. A reader can make judgments about the believability of the information, the effectiveness of the presentation of the information, and whether or not the writer has accomplished his or her purpose.

Break down unfamiliar words into recognizable syllables to help determine the pronunciation.

Authors create a certain mood and tone to elicit an emotional response from the reader.

A personal narrative is like an autobiography, but focuses on one experience. The writer should express their personal viewpoint and seem interested in the topic.

The complete predicate includes all of the words that tell what the subject of the sentence is or does. The simple predicate is the main word or words in the complete predicate.

### Theme: **Self-Discovery** **Personal Best**

### Reading Selection: "Knots in my Yo-yo String" by Jerry Spinelli

#### **Objectives:**

- to read and understand an autobiography; to identify and describe the characteristics of an autobiography/poem**
- to evaluate the effectiveness of an author's presentation of information**
- to decode long words to gain meaning**
- to use word, sentence, and paragraph context**
- to identify words and phrases that set the mood and the tone**
- to write a personal narrative**
- to use complete and simple predicates correctly**

#### **Strategies:**

Context Clues: Write a sentence for each vocabulary word making sure to include context clues. (Synonyms, antonyms, further information.) Underline your context clues. Revise as needed.

Mood/Tone: Review the selection and find words that give clues to the nostalgic tone and light-hearted, humorous mood of the selection. Use the words to write a book review of the selection.

Judgments: After determining the author's purpose for writing the selection, make three judgments about the effectiveness of the information and whether or not the author has accomplished his goal.

Decoding: Using the vocabulary word "console" as an example, model the importance of stressing the correct syllable in order to identify the correct meaning. Start a list of similar words as you read other selections throughout the year.

Genre: Use a Venn diagram to compare and contrast the characteristics of realistic fiction and an autobiography.

### Key Vocabulary:

Glare – to stare in a fierce or angry way

Peak – the highest point or degree

Favored – expected to win; thought to be best

Console – to make less sad or troubled; to comfort

Trotted – ran slowly, with a loose, easy motion

Immune – protected from a bad or unpleasant thing

Memento – an object kept to remind a person of something; a keepsake or souvenir

Selection: Knots in my Yo-yo String



Theme: Personal Best		Genre: Short Story	Reading Selection: The Marble Champ			Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn that there are both external and internal supports that contribute to achieving one's best.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		84H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). <b>[Listening Comprehension]</b>	I		84G	
Preparing to Read - <b>Focus Skill: Narrative Elements</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Describe the plot and its components (e.g. main events, conflict, rising action, climax, falling action, resolution)	E	Q2	84I, 88, 90, 92, 94, 104-105, S22-23	
		PO 3. Describe the motivations of major and minor characters.	E	Q1, Q2, Q3		
Focus Strategy: <i>Read Ahead</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	[Read Ahead]	E		84J, 91, 95	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		84L, 84-85, 105I, S20-S2, T25	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3		
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I			

<b>Preview and Predict/Set Purpose</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	84K, 86-87, T19
		PO 4. Use graphic organizers in order to comprehend text. <b>[Prediction Chart]</b>	I	Q3	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Short Story]</b>	I	Q1	
<b>Guided Comprehension</b> "The Marble Champ"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	I		86-101, T15
		PO 4. Use graphic organizers in order to comprehend text.	I	Q3	
		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
"It's Tiger Time"	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	E	Q1	100-101
		PO 9. Draw valid conclusions about expository text, supported by text evidence.	I	Q1, Q2, Q3	
<b>After Reading: Making Connections/ Review/Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in a text to experience and to related text and sources.	I		102-103
		Recognize and understand dialogue	I		105B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	I		105K-105L, T9-T11B
<b>Cross-Curricular Connections</b>		Math/Science: Measure angles Art: make a poster explaining the rules for a game	N		84E

Writing [Realistic Fiction Story/Voice]	Writing Strand 3 <b>Concept 1: Expressive</b> <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	[Realistic Fiction Story]	N		105C-105D, S24-S25, T21-T22
	Writing Strand 2 <b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Show awareness of the audience through word choice and <b>style</b> .	E		
		PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g. prior knowledge, discussion with others, printed material or other sources).	I		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram, web, story map</b> , plot pyramid) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (i.e., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		

<b>Writing</b> <b>[Realistic Fiction Story/Voice]</b> <b>(cont.)</b>	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	I		105D
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<b>[Compound Subjects and Predicates]</b>	N		105E-105F,T7
<b>Spelling</b>		<i>PO 7. Spell high-frequency words correctly.</i>	I		105G-105H
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly. [Other Vowel Spellings]</i>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give an oral response to literature; use facts and details effectively	E		105J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Observe nonverbal cues used by a speaker	N		



## CONCEPT MAP

Grade 6

### Key Concepts:

A short story is a fictional narrative that is not part of a novel. A short story has a problem and a resolution.

The characters in a short story face a problem or conflict. The characters' personalities cause them to deal with the conflict in certain ways as they try to solve the problem.

When good readers don't understand something, they read ahead to see if the author presents new information that helps explain things.

Readers can break words into familiar word parts to determine the meanings of unfamiliar words.

Writers use dialogue to make stories more interesting and to reveal the personalities of the characters.

When writing realistic fiction, make sure the setting, characters and events are believable. Strong voice and sensory details show how the writer feels about the characters and events.

A compound subject has two or more subjects with the same predicate. A compound predicate is two or more predicates with the same subject.

Theme:  
**Self-Discovery**  
**Personal Best**

**Reading Selection: "The Marble Champ" by Gary Soto**

### **Objectives:**

- to read and understand a short story; to compare a short story with a magazine article**
- to analyze the effect of characters' qualities on plot conflict and plot resolution**
- to use affixes and root words to determine word meaning**
- to understand that reading ahead can help a reader comprehend text**
- to recognize and understand dialogue**
- to use expression in writing a realistic fiction story**
- to use compound subjects and predicates correctly**

### **Strategies:**

Dialogue/Predicting: Write a brief script for how you think Lupe's next day back at school went. Use correct punctuation and formatting.

Reading Ahead: Place a sticky note by any passages that are confusing. Continue reading. Go back and see if reading ahead helped to clarify the passages.

Prewriting: Use a story element map to help organize your ideas for a realistic fiction story. Share your story map with a classmate and ask them to evaluate whether or not the characters and events are believable.

### **Key Vocabulary:**

Reluctantly – not willingly; with little enthusiasm

Rummaged – searched for something by moving other things around

Flexed – made tighter by bending; contracted

Instinct – natural ability or impulse

Exhaustion – extreme tiredness

Fumed – was irritated and angry

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Characterization / plot:  
Give three examples of what you know about the main character and how you found out (actions, thoughts, words). How did these qualities influence the plot resolution? Brainstorm how the resolution might have been different if the character had different qualities.

Selection: The Marble Champ



Theme: Personal Best		Genre: Realistic Fiction	Reading Selection: Darnell Rock Reporting			Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn that there are both external and internal supports that contribute to achieving one's best.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		106H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). <b>[Listening Comprehension]</b>	I		106G	
Preparing to Read - <b>Focus Skill: Prefixes, Suffixes, and Roots</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		106I, 110, 114, 118, 128-129, S28-S29, T4	
<b>Focus Strategy: Make and confirm predictions</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	<i>PO 2. Confirm predictions about text for accuracy.</i>	E		106J, 113, 119	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	106L, 106-107, S26-S27	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	I	Q1, Q2		
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ Strategies to comprehend text.</i>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	106K, 108, 109	
		<i>PO 4. Use graphic organizers in order to comprehend text.</i> <b>[Prediction Web]</b>	I	Q3		
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i> <b>[Realistic Fiction]</b>	I	Q1		

<b>Guided Comprehension</b> "Darnell Rock Reporting"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. <i>Confirm predictions about text for accuracy.</i>	I		108-123, T16, T17
		PO 4. <i>Use graphic organizers in order to comprehend text.</i>	I	Q3	
		PO 7. <i>Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	I	Q1, Q2, Q3	
"Courage" and "Direction"	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 7 Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) [ <b>Figurative Language and Repetition</b> ]	I	Q3	124-125
<b>After Reading: Making Connections/ Review/Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. <i>Connect information and events in a text to experience and to related text and sources.</i>	I		126-127
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	I	Q3	129B
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	analogies [ <b>Word relationships and context clues</b> ]	N		129I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	I		129K-129N, T9-T11B
<b>Cross-Curricular Connections</b>		Health: research nutritional values of crops Science: Identify the natural origin of newsprint	N		106E
<b>Writing [Timed or Tested Writing (Personal Narrative)]</b>	Writing Strand 3 <b>Concept 1: Expressive</b> Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	PO 1. Write a <b>narrative</b> that includes: a. an engaging <b>plot</b> based on imagined or real ideas, observations, or memories of an event or experience b. Effectively developed characters c. Clearly described <b>setting</b> d. <b>Dialogue</b> , as appropriate e. <b>figurative language</b> , or descriptive words and phrases to enhance style and tone.	I		129C-129D, S30-S31
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 7. <i>Use <b>time management strategies</b>, when appropriate, to produce a writing product within a set time period.</i>	E		

Writing [Timed or Tested Writing (Personal Narrative)] (cont.)	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.	I		129C-129D, S30-S31
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (i.e., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft. [Rubric]	E		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	[Simple and Compound Sentences]	N		129E-129F, S31, T8
Spelling		PO 7. Spell high-frequency words correctly.	I		129G-129H
		PO 8. Use common spelling patterns/generalizations to spell words correctly. [Words with ie and ei]	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Practice giving an oral response to literature	N		129J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify details that support the speaker's opinions	N		

<b>Viewing and Presenting</b>	VP-E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness.	Determine how an artists conveys meaning	N		129J
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# CONCEPT MAP

## Grade 6

### Key Concepts:

Realistic fiction tells about characters and events that are like people and events in real life. The plot has a beginning, middle, and an ending.

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. A root is the basic part of a word that gives the word meaning.

Good readers use word parts to figure out the meanings of unfamiliar words.

Good readers often make predictions about what will happen in a story. As they read, they revise or confirm their predictions based on new information.

The tone (the author's attitude toward a subject or character) in dialogue can be used to set a mood in the story.

A personal narrative is a story about an event in the writer's life. (timed or tested writing)

A simple sentence expresses only one complete thought. A compound sentence is made up of two or more simple sentences.

### Theme: **Self-Discovery** **Personal Best**

### Reading Selection: "Darnell Rock Reporting" by Walter Dean Myers

#### **Objectives:**

- to read and understand a realistic fiction selection; to compare realistic fiction with poetry**
- to use prefixes and suffixes to determine and clarify meaning**
- to monitor comprehension by making and confirming predictions while reading**
- to analyze dialogue for mood and tone**
- to use simple and compound sentences correctly**
- to use expression in writing a personal narrative**

#### **Strategies:**

Prefixes, Suffixes, Roots: Try adding the prefixes listed on p. 128 to the selection vocabulary words. Describe how the meanings of the words changed by adding the different affixes.

Poetry: Use a Venn diagram to compare and contrast the characteristics, structural elements, and theme of the two poems.

Make and Confirm Predictions: As a class, read the story summary on page 109 and make predictions about the challenges Darnell might face. Confirm your predictions after reading the selection. Record on prediction chart.

Fluency/Readers Theatre: After brainstorming mood and analyzing how dialogue helps convey the tone of the selection, form small groups to prepare skits and perform a scene from the selection. Focus on using pacing, phrasing, and expression in dialogue that will enhance the mood and tone of the selection.

Expression: Write a brief personal narrative. Rewrite the narrative as though a "valley girl" or "surfer dude" is telling the story. Try again, writing as though a very formal aristocrat is telling the story.

### Key Vocabulary:

Agenda – a list or outline of topics to be done or discussed

Issue – a topic or problem to be decided on

Funding – providing money for a specific purpose

Violations – instances when laws or rules are broken or ignored

Ordinance – a law or regulation

Postpone – to put off to a later time

Effective – having the power or ability to produce a desired result

Selection: Darnell Rock Reporting





# *Trophies*

## *Timeless Treasures*

### *Theme 2 - Friends to the Rescue*

*In this theme, students will learn how people of all ages can work together to creatively solve problems.*

*Essential Question: How does working together help people accomplish their goals?*

#### **Easy**

- Volcano, Earthquake, Hurricane By Nick Arnold
- Tornado by Betsy Byars
- A River Ran Wild by Lynne Cherry
- The Remembering Box by Eth Clifford
- Amelia Earhart by Andrew Langley
- A Taste of Blackberries by Doris Buchanan Smith
- Grandfather's Day by Ingrid Tomey
- Mississippi Mud by Ann Turner

#### **Additional Theme Related Books**

#### **Average**

- Bingo Brown and the Language of Love by Betsy Byars
- The Cabin Faced West by Jean Fritz
- Sable by Karen Hesse
- Kavik the Wolf Dog by Walt Morey
- Waiting for Anya by Michael Morpurgo
- Hatchet by Gary Paulsen
- The River by Gary Paulsen
- Night of the Twisters by Ivy Rickman
- Smart Dog by Vivian Vande Velde

#### **Challenging**

- Tell Them We Remember: The Story of the Holocaust by Susan D. Bachrach
- The Incredible Journey by Sheila Burnford
- The Moon and I by Betsy Byars
- The Call of the Wild by Jack London
- Looking Back by Lois Lowry
- Swift Rivers by Cornelia Meigs
- Climb or Die by Edward Myers
- Working River by Fred Powledge
- Where the Red Fern Grows by Wilson Rawls



Theme: Friends		Genre: Historical Fiction		Reading Selection: "Number the Stars" by Lois Lowry		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn how people of all ages can work together to creatively solve problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the Day		Develop oral language	N		132H	
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		132G-132H	
Preparing to Read <b>Focus Skill: Narrative Elements</b>  <b>Focus Strategy: Create Mental Images</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).	I	Q2	132I, 136, 140, 142, 146, 158-159, S36-37	
		PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution <b>[Influence of setting on plot]</b>	E		132I, 136, 140, 142, 146, 158-159, T47	
		<b>[Create mental images]</b>	I		132J, 135, 137, 139, 145	
Vocabulary <b>[Word Structure]</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		132L, T58	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	132-133 S34-35	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	159 K	
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	132K, 134-135	
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Story Map]</b>	E	Q3	134, 153, T50	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Historical fiction]</b>	I	Q1	134	

<b>Guided Comprehension</b> "Number the Stars"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. <b>[Making judgments]</b>	E	Q1, Q2, Q3	136-153, 159 D, T45
		PO 2. Confirm predictions about text for accuracy.	I		134-153
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>		PO 5. Connect information and events in a text to experience and to related text and sources.	I		156-157
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 2. Describe the theme in works of prose, poetry, and drama. <b>[Symbolism and creating mental images]</b>	I	Q2, Q3	159A-159B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		136-153, 159C, 159M-P, T42-43
<b>Cross-Curricular Connections</b>		Math: Polygons Social Studies: Ancient Hebrew/Judaism	N		132E
<b>Writing: [Effective Paragraphs/Problem-Solution Paragraph]</b>	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.</i>	PO 2. Write a summary based on information gathered that contains: a topic sentence, supporting details, and relevant information.	E		159E-159F, S38-39
	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	E		

Writing: [Effective Paragraphs/Problem- Solution Paragraph] (cont.)	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. <i>Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	I		159E-159F, S38-39
		PO 4. <i>establish a central idea appropriate to the type of writing</i>	E		
		PO 5. <i>Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. <i>Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details.</i>	E		
		PO 2. <i>Organize writing into a logical sequence that is clear to the audience.</i>	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. <i>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i>	I		
		PO 3. <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	E		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. <i>Identify punctuation, spelling, and grammar and usage errors in the draft.</i>	I		
		PO 4. <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. <i>Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	N		

Grammar	Writing Strand 2 <b>Concept 5: Sentence Fluency</b>	PO 1. Write <i>simple, compound, and complex sentences</i> . <b>[Complex sentences]</b>	I		159G-H, T34, S39
	Writing Strand 2 <b>Concept 6: Conventions</b>	PO 2. Use commas correctly to punctuate <b>compound sentences</b> .	N		159 G-H, T34
Spelling	Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	PO 7. <i>Spell high-frequency words correctly.</i>	I		159I-J
		PO 8. <i>Use common spelling patterns/generalizations to spell words correctly.</i> <b>[unstressed endings]</b>	I		
Listening and Speaking	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Orally present problem-solution paragraphs	N		159L
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for catchy introductions and effective conclusions	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

Historical fiction is a story that is set in the past and portrays people, places, and events that did or could have happened. (Compare with social studies unit on ancient Hebrews to make connections)

A good reader thinks about the influence setting has on the plot and the resolution.

Some words can be decoded by looking at the root word, the inflectional ending, and the suffix.

To determine the correct definition of a multiple-meaning word, a good reader must look at the context.

A reader can create mental pictures of the setting, characters, plot, and resolution to help remember important elements.

A good paragraph has a strong topic sentence and detail sentences in a logical order.

A clause has a subject and a predicate. An independent clause can stand alone as a sentence. A dependent clause does not express a complete thought and cannot stand alone as a sentence.

### **Theme:** **Cooperation** **Friends to the Rescue**

### **Reading Selection: "Number the Stars" by Betsy Byars**

#### **Objectives:**

- to read and understand a historical fiction selection**
- to analyze the influence of setting on plot conflict and plot resolution**
- to understand that creating mental images can help a reader understand and remember important ideas**
- to use word structure to determine and clarify meaning**
- to understand that words may have different meanings in different contexts**
- to use effective paragraphs in writing a problem-solution paragraph**
- to use clauses and phrases correctly**

#### **Strategies:**

Context: Divide a piece of drawing paper in half. Illustrate two different meanings of the word occupation.

Revising: Underline the topic sentence of your problem-solution paragraph. Highlight details that support the topic sentence. Decide if the remaining details are necessary and delete as needed.

Genre: As a class, list events, characters, places from the selection that are based on historical fact and those that are fiction. Use this list to discuss the influence setting has on the plot.

Fluency/Create Mental Images: Act out a scene from the selection using proper intonation and expression.

### **Key Vocabulary:**

Soothingly- in a way that is gentle, friendly, and calming

Occupation-possession of a place by forcibly capturing it or settling in it

Disdainfully-in a way that looks down on someone or something; scornfully

Exasperated-angry; annoyed; irritated

Belligerently-with a readiness to fight or quarrel

Unwavering-without doubt; certain

Symbolism/mental Images:  
Work in a group to find the meaning and importance of the following symbols from the selection: Star of David, swastika, rain, German soldiers, Tivoli Gardens, blackout curtains and rationing. Discuss how the use of these symbols in the text helps the reader from mental images as they read.

**Selection: Number the Stars**





Theme: Friends		Genre: Realistic Fiction		Reading Selection: "Summer of the Swans" by Betsy Byars		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn how people of all ages can work together to creatively solve problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		160H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		160G-H	
Preparing to Read - <b>Focus Skill: Literary Devices</b>  <b>Focus Strategy:</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 4. <i>Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection</i>	E	Q1	160I, 164, 166, 172 , 182-183, S42-43, T35	
		<b>[Reread to clarify]</b>	E		160J, 165, 167, 171, S40-41	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	160L, 160-161, 183K, S40,41	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	160L, 160-161, 183K	
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	160K, 162-163	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. <i>Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction]</i>	I	Q1	162	

<b>Guided Comprehension</b> "Summer of the Swans"		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	164-178, 179
	Reading Strand 1	PO 2. Confirm predictions about text for accuracy.	I		
<b>After Reading</b> Making Connections/Review/Extension	<b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in a text to experience and to related text and sources.			180-181
		PO 6. Apply Knowledge of the organizational structure (e.g, chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension. <b>[Flashback]</b>	E		183 A-B, T36
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice <b>[Mood and Tone]</b>	I		183D
<b>Independent Reading</b> Books for All Learners	Reading Strand 1 <b>Concept 5: Fluency</b> Read fluently.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		164-178, 183C, 183M-P
<b>Cross-Curricular Connections</b>		Social Studies: Making Maps Science: Compare Ecosystems	N		160E
<b>Writing [Effective Paragraphs/How-to Essay/Process Essay]</b>	Writing Strand 3 <b>Concept 2: Expository</b> Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	PO 3. Write a <b>process essay</b> that includes: a. a <b>thesis statement</b> b. Supporting details c. introduction, body, and concluding paragraphs	E		183E-F, S44-45
	Writing Strand 2 <b>Concept 2: Organization</b> Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	E		
		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	E		

Writing [Effective Paragraphs/How-to Essay/Process Essay] (cont.)	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing.	I		183E-F, S44-45
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	E		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	I		
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	E		
		PO 5. Add <b>transitional words</b> , phrases and/or sentences to clarify meaning or enhance the writing style.	E		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		
Grammar	Writing Strand 2 <b>Concept 5: Sentence Fluency</b> Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	PO 1. Write <b>simple, compound, and complex</b> sentences.	I		183G-H, T37, S45

Spelling	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 2. Use commas correctly punctuate: f. compound sentences <b>[Compound-Complex Sentences]</b>	N		183G-H, T37, S45
		PO 7. <i>Spell high-frequency words correctly.</i>	I		183I-J
		PO 8. <i>Use common spelling patterns/generalizations to spell words correctly. [Homophones]</i>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give oral directions; use transition words	N		183L
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Restate steps needed to complete a task	N		

## CONCEPT MAP

Grade 6

### Key Concepts:

Realistic fiction tells about characters and events that are like people and events in real life.

The author's point of view can be first-person, third-person, third-person limited, or third-person omniscient.

When a story shifts from one character to another, a good reader will reread to clarify what is happening and to understand the author's point of view.

Use the words and phrases in nearby sentences to determine the meaning of unfamiliar words.

Authors can use a sequential or concurrent structure to order the events in their stories. They can also use flashback to tell about something that already happened.

A writer should use transition words and phrases to help with the sequence of steps when giving directions.

A compound-complex sentence consists of at least two independent clauses and at least one dependent clause.

### Theme: **Cooperation** **Friends to the Rescue**

**Reading Selection: "The Summer of the Swans" by Betsy Byars**

#### **Objectives:**

- to read and understand a realistic fiction selection
- to identify the speaker and understand point of view
- to understand that rereading can help a reader understand characters and plot detail
- to use context to confirm meanings of unknown words
- to understand sequential structure, including flashback
- to identify and analyze mood and tone in a fictional text
- to use effective paragraphs in writing a how-to essay
- to use compound-complex sentences correctly

#### **Strategies:**

Context Clues: Write sentences using the selection vocabulary words. Revise sentences by adding a synonym as a context clue.

Point of View: Write a Journal entry about finding Charlie from the point of view of Sara, Aunt Willie, Wanda, Joe, or a newspaper reporter.

Sequential Structure: Ask each student to select an event from the story. (Assign page numbers for variety.) Write "Charlie is lost" "Sara looks for Charlie" and "Sara finds Charlie" on the board. Ask students to write their event under the correct heading. Circle events that happened concurrently. Put a star by events that are examples of Flashback.

### **Key Vocabulary:**

Anguish-extreme pain or distress of body or mind

Expanse-a wide area or open space

Engulf-to flow over and enclose

Compulsion-an irresistible impulse to do something

Wailed-cried out loudly and sorrowfully

Waver- to be unsteady; to shake

Disbelief-a firm opinion that something is untrue

Mood and Tone: Ask students to find examples of how the author used word choice to influence the mood of the story. (discouraging, peaceful, relief)

Compound/Complex Sentences: Find examples of compound, complex, and compound-complex sentences in the selection.

Selection: Summer of the Swans



Theme: Friends		Genre: Realistic Fiction		Reading Selection: "Old Yeller" by Fred Gipson		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will learn how people of all ages can work together to creatively solve problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		184 H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		184 G-H	
Preparing to Read - <b>Focus Skill:</b> <b>Summarize and Paraphrase</b>  <b>Focus Strategy:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 7. <i>Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarize and Paraphrase]</i>	E	Q1, Q2, Q3	184 I, 188, 192, 196, 204-205, S48-49, T38	
		Summarize to understand important ideas	E		184 J, 191, 197	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.	PO 1. Determine the effect of affixes on root words.	I		184 L, 184-185	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	184-185, S46-47	
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I		184L, 184-185	
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	184K, 186-187	
		PO 4. <i>Use graphic organizers in order to clarify the meaning of the text. [Story Map]</i>	I	Q3	186, T50	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. <i>Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction]</i>	I	Q1	186-187	

<b>Guided Comprehension</b> "Old Yeller" and "Puppies with a Purpose"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	188-199, 200-201
		PO 2. Confirm predictions about text for accuracy.	I		
<b>After Reading</b> Making Connections/Review/ Extend		PO 5. Connect information and events in a text to experience and to related text and sources.			202-203
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Compare Texts "Old Yeller" and "Puppies with a Purpose"]</b>	N	Q1	202, T48
		PO 6. Apply Knowledge of the organizational structure (e.g, chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension <b>[Foreshadowing]</b>	E		205A-B
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry <b>[Idioms]</b>	E	Q1, Q2	205D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.			188-199, 205M-205P
<b>Cross-Curricular Connections</b>		Science: Create a Poster Writing/Social Studies: Write a Paragraph	N		184E
<b>Writing</b> <b>[Effective Paragraphs/Essay of Explanation]</b>	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	<b>[Essay of Explanation]</b>	N		205E-F, T55-56, S50-51



Writing [Effective Paragraphs/Essay of Explanation] (cont.)	<p>Writing Strand 2</p> <p><b>Concept 1: Ideas and Content</b></p> <p><i>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i></p>	PO 3. Develop a sufficient explanation or exploration of the topic.	I		205E-F, T55-56, S50-51
	<p>Writing Strand 1</p> <p><b>Concept 2: Drafting</b></p> <p><i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i></p>	PO 1. Use a prewriting plan to develop a draft with main ideas and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	<p>Writing Strand 1</p> <p><b>Concept 3: Revising</b></p> <p><i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i></p>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
	<p>Writing Strand 1</p> <p><b>Concept 4 Editing</b></p> <p><i>Editing includes proofreading and correcting the draft for conventions.</i></p>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		

<b>Writing</b> <b>[Effective Paragraphs/Essay of Explanation]</b> <b>(cont.)</b>	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 2. Use margins and spacing to enhance the final product.	N		205E-F, T55-56, S50-51
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 1. Use capital letters correctly for: a. proper nouns, e. abbreviations <b>[Common and Proper Nouns; Abbreviations]</b>	I		205G-HS51, T39
<b>Spelling</b>		PO 7. Spell high-frequency words correctly.	I		205 I-J
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Words from names]</b>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Share essay of explanation with class	N		205L
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Respond to a speaker by asking focused questions	I		

# CONCEPT MAP

## Grade 6

### Key Concepts:

Realistic fiction tells about characters and events that are like people and events in real life. A magazine article is nonfiction and tells about real events.

When you summarize a story, you tell only the most important information. When you paraphrase a story, you retell it in your own words.

Stopping to summarize the main events while you read is a good strategy to check for understanding.

Determining the part of speech can help the reader figure out the meaning of an unfamiliar word.

Foreshadowing is the use of hints and clues about what will happen later in a story. Suspense gets the reader excited about what will happen later in the story.

In an essay of explanation, the introduction states the main idea. Each body paragraph explains a different part of the topic. A concluding paragraph restates the main idea.

Use a period after abbreviations of most nouns. Capitalize abbreviations of proper nouns.

### Theme:

## Cooperation

## Friends to the Rescue

**Reading Selection: "Old Yeller" by Fred Gibson**

### **Objectives:**

- To read and understand a realistic fiction selection; to compare realistic fiction with a magazine article**
- to summarize the main points of a story and to restate the important information in the story in your own words**
- to use word structure to gain meaning**
- to understand that foreshadowing and suspense contribute to plot development**
- to identify idioms and their purpose**
- to write an essay of explanation**
- to use common and proper nouns and abbreviations correctly**

### Strategies:

**Idioms:** Discuss idioms from the selection. Assign different idioms to each student. (Try to get one from each letter of the alphabet.) On drawing paper that has been divided in half, have students illustrate both the figurative and literal meanings. Keep as a class book.

Foreshadowing and Suspense: Groups of students take turns adding sentences to a mystery story based on a title given by the teacher. Analyze final products for examples of suspense and foreshadowing.

Paraphrase: Ask for volunteers to paraphrase a real adventure they have had, but ask them to include at least one "yarn." The listeners should try to identify the yarn.

Summarize: Have students summarize different parts of the selection using a "hand summary." (Trace hand and write a "W" sentence on each finger. Write the main idea on the palm.) Compare summaries and complete one for the entire selection as a class.

### Key Vocabulary:

Charging- rushing forward to attack

Lunging- moving in a sudden forward reach or rush

Pounced-swooped and seized suddenly

Frantic-in a state of extreme worry

Yarns- made up stories; tall tales

Romping-running and playing in a carefree way

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Selection: Old Yeller



Theme: Friends		Genre: Nonfiction	Reading Selection: "Trapped by the Ice" by Michael McCurdy			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will learn how people of all ages can work together to creatively solve problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		206H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		206G-H	
Preparing to Read - <b>Focus Skill: Literary Devices</b>  <b>Focus Strategy: Use context to confirm meaning</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	E	Q1, Q2	206 I, 212, 218, 222, 234-235, S54-55	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	206J, 211, 213, 221, 225	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	206L, 206-207, S52-53	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		206K, 208-209	
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Predict-o-gram]</b>	N		208, T52	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Nonfiction]</b>	I	Q1	208, T48	

<b>Guided Comprehension</b> "Trapped by the Ice" "Antarctica"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 3. <i>Generate clarifying questions in order to comprehend text.</i>	E		210-227, 230-231
		PO 7. <i>Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	I	Q1, Q2, Q3	
		PO 2. <i>Confirm predictions about text for accuracy.</i>	I		
<b>After Reading</b> <i>Making Connections/Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. <i>Connect information and events in a text to experience and to related text and sources.</i>	I		232-233
		PO 6. <i>Apply Knowledge of the organizational structure (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension</i>	I		235B, T36
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	Analogies <b>[Synonyms/Antonyms]</b>	N		235I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		235A, 235K-N
<b>Cross-Curricular Connections</b>		Science: Make Seawater Social Studies/Science: Make a map of Antarctica	N		206E
<b>Writing</b> <b>[Effective Paragraphs/Summary]</b>	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information	E		235C-D, S56-57

Writing [Effective Paragraphs/ Summary]	Writing Strand 2 <b>Concept 1: Ideas and Content</b> <i>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i>	PO 4. Include ideas and details that show original perspective.	E		235C-D, S56-57
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing.	E		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	I		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		

Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12 Use the following parts of speech correctly in simple sentences: a. <b>[nouns]</b>	N		235E-F, T40
Spelling		PO 7. <i>Spell high-frequency words correctly.</i>	I		235G-H
		PO 8. <i>Use common spelling patterns/generalizations to spell words correctly.</i> <b>[Easily Confused Words]</b>	I		
Listening and Speaking	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Present summary of favorite book	N		235J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Create mental images of major events during a book summary presentation	N		



# CONCEPT MAP

## Grade 6

### Key Concepts:

Nonfiction tells about people, things, events, or places that are real.

Good readers interpret figurative language, such as similes and metaphors, to help them create mental pictures of events in the story.

Readers can use the surrounding words and sentences to figure out the meanings of unfamiliar words and figurative expressions.

Sequential structure is the way the author organizes the events in nonfiction text. Using dates in time order is one method, but some events may be happening at the same time, or concurrently.

Analogies are a way of showing how words are related. Synonyms and antonyms are types of word relationships.

A summary should include only the most important details and should be concise, accurate, and in the writers own words.

Most nouns have regular plurals formed by adding *s* or *es*. Some irregular nouns have a special spelling in the plural form.

### Theme: **Cooperation** **Friends to the Rescue**

**Reading Selection: “Trapped by the Ice!” by Michael McCurdy**

#### **Objectives:**

- to read and understand a nonfiction selection; to compare nonfiction with expository nonfiction**
- to identify and explain figurative language in a text**
- to understand that using context can help the reader confirm meanings of unfamiliar words**
- to understand sequential structure in a text**
- to use knowledge of word relationships to complete analogies**
- to write a summary**
- to use singular and plural nouns correctly**

#### **Strategies:**

##### Easily Confused Words / Context

Clues: Write sentences using the easily confused words from the selection spelling list. Use context clues in your sentences to help the reader identify the correct meaning of the word.

Fluency: Tape-Assisted Reading: Ask students to follow along by tracking and mouthing the words as they listen to the recording. (*Audio text 2*)

Simile/Metaphor: After identifying similes and metaphors in the selection, try writing a simile or metaphor that helps describe each dated entry of the selection.

Sequential Structure: Students write main events from the selection on sentence strips or white boards. Ask groups of students to line up with their strips/boards and try to put themselves in the correct order.

Prereading: “Mystery Story” List the selection vocabulary on the board and ask students to predict what genre the selection will be and what they think it will be about.

### Key Vocabulary:

Perilous- risky; dangerous

Impassable- unable to be traveled through

Bailed- scooped water out of a boat

Dehydration-loss of water

Rancid- having the bad smell or taste of spoiled fat or oil

Grueling- tiring or exhausting

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Theme: Friends		Genre: Expository nonfiction	Reading Selection: "Flood: Wrestling with the Mississippi" by Patricia Lauber			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will learn how people of all ages can work together to creatively solve problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		236H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		236G-H	
Preparing to Read - <b>Focus Skill:</b> <b>Summarize and Paraphrase</b>	Reading Strand 3 <b>Concept 1 Expository Text</b> <i>Identify, analyze, and apply knowledge of the purposes, structures, and elements of expository text.</i>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text	E	Q1	236I, 242, 244,248,253, 256-257, S60-61, T38	
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order	E	Q1, Q2		
Focus Strategy:	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. <i>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. [Adjust Reading Rate]</i>	I		236J, 241, 243,251	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	236L, 236-237, S58-59	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I	Q1		

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	236K, 238, 239
		<i>PO 3. Generate clarifying questions in order to comprehend text</i>	E		238
<b>Guided Comprehension</b> "Flood: Wrestling with the Mississippi"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 2. Confirm predictions about text for accuracy.</i>	I		240-253, T49, T53
		PO 4. Use graphic organizers in order to clarify meaning of the text. <b>[Summary Chart]</b>	N	Q3	
		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in a text to experience and to related text and sources.	E		254-255
		<i>PO 8. Apply Knowledge of the organizational structure (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension</i>	E		257B
		<b>[antonyms]</b>	N		257I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.			240-253, 257K-257N
<b>Cross-Curricular Connections</b>		Writing: Create Photo Captions Science: Make a Time Line	N		236E

Writing [Essay of Explanation/Timed or Tested Writing]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	[Essay of Explanation]	N		257C-D, S62-62
	Writing Strand One: <b>Concept 1: Prewriting</b> <i>Prewriting uses strategies to generate, plan, and organize ideas for specific purposes</i>	PO 7. Use <b>time management strategies</b> , when appropriate, to produce a product within a set time period.	N		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 4. Write legibly.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns <b>[Possessive Nouns]</b>	N		257E-F, S63, T41
Spelling		PO 7. Spell high-frequency words correctly.	I		257G-H, S63, T41
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Plurals and Possessives]</b>	I		
Listening and Speaking	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Present essays in summary form with emphasis on major points	N		257J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify the main idea of a summary presentation	N		



# CONCEPT MAP

## Grade 6

### Key Concepts:

Expository nonfiction presents and explains information and ideas.

Good readers summarize and paraphrase to help them remember the most important ideas of the selection.

Good readers adjust their reading rate by speeding up or slowing down so they will be able to summarize important information.

Good readers use context clues to help them determine the meanings of unfamiliar words.

Deciding how much time to spend on each part of the writing process is very important during a timed writing test.

During an essay test, make sure to read and understand the instructions and establish a focus for the topic.

A possessive noun shows ownership. To form the possessive of most singular nouns, add 's. To form the possessive of a plural noun not ending in s, add 's. Add just an apostrophe to plural words ending in "s".

### Theme:

## Cooperation

## Friends to the Rescue

**Reading Selection: "Flood: Wrestling with the Mississippi" by Patricia Lauber**

### **Objectives:**

- to read and understand an expository nonfiction selection
- to summarize the main points of a selection and restate important information
- to use context to confirm meanings of unknown words
- to vary the reading rate, depending on the difficulty of the text
- to understand sequential structure in a nonfiction text
- to write an essay of explanation
- to use possessive nouns correctly

### Strategies:

Fluency: Practice reading paragraphs from the selection. Decide which words or phrases you should read more slowly in order to emphasize the important points.

Vocabulary/Possessive Nouns: Write sentences for the selection vocabulary words. Include an example of a possessive noun in each sentence.

Summary / Sequential Structure: In a group, create a timeline based on the main events in the selection. Include a brief summary of each event on the timeline.

Expository Nonfiction: Set a purpose for reading by asking questions such as: How did people try and stop the flood? What caused the flood? Record answers while reading.

### Key Vocabulary:

Levees-artificial embankments for preventing flooding

Seeping-flowing or passing slowly through small openings

Floodplain-level land that may be covered by floodwaters

Reservoirs- artificial lakes where water is collected for use

Yearned- felt a deep longing or desire

Awed-having felt an emotion of fear, respect, and wonder

Crested- having reached the highest point

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Summary: Prepare a summary of your essay of explanation that includes only the major events and details. Record each main point on a different note card to use for reference during an oral presentation.





# *Trophies*

## *Timeless Treasures*

### *Theme 3 - Unlocking the Past*

*In this theme, students will discover the likenesses and differences between ancient and modern civilizations.*

*Essential Question: How did the achievements of past civilizations influence our modern society?*

#### **Additional Theme Related Books**

##### **Easy**

- Atalanta's Race by Shirley Climo
- Anasazi by Leonard Everett Fisher
- The Vikings by Neil Grant
- The Great Wonder by Annabelle Howard
- A Mammoth Mix-up by Elizabeth Levy
- Tut Tut by Jon Scieszka
- Growing up in Ancient China by Ken Teague

##### **Average**

- I am the Mummy Heb-Nefert by Eve Bunting
- The Valley of the Kings by Peter A. Clayton
- African Beginnings by James and Kathleen Haskins
- Pompeii and Herculaneum by Peter Hicks
- Painters of the Caves by Patricia Lauber
- The Great Pyramid by Elizabeth Mann
- The Great Wall by Elizabeth Mann
- Dazzling! Jewelry of the Ancient World by Runestone Press
- Wings by Jane Yolen

##### **Challenging**

- Secret of the Andes by Ann Nolan Clar
- Malu's Wolf by Ruth Craig
- City: A Story of Roman Planning and Construction by David Macaulay
- Pyramid by David Macaulay
- Exploring the World by Fiona Macdonald
- Plains Indians by Fiona Macdonald
- The Golden Goblet by Eloise Jarvis McGraw
- Made in China: Ideas and Inventions from Ancient China by Suzanne Williams
- Detectives in Togas by Henry Winterfeld



Theme: Unlocking the Past      Genre: Informational Text      Reading Selection: "The Stone Age News" by Fiona McDonald					
Enduring Understanding: Students will discover the likenesses and differences between ancient and modern civilizations.					Quarter this will be taught <u>2nd</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQ RA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		260H
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		260G-260H
Preparing to Read- <b>Focus Skill: Main Idea and Details</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Restate the main idea (explicit or implied) and supporting details in expository text.	E		260I, 264, 266, 268, 272, 280-281, S68-S69, T68, T79
		PO 8. Identify the organizational structure (e.g. chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	I	Q3	
<b>Focus Strategy: Summarize</b>		PO 2. Summarize the main idea and critical details of expository text, maintaining the chronological or logical order.	E	Q2	260I, 265, 269, 271
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	260L, 260-261, S66-S67, T91
		PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	E	Q1, Q2	
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	I		
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words)	I	Q2	260K
		PO 4. Use graphic organizers in order to clarify the meaning of the text <b>[Main Idea and Details]</b>	I	Q3	262, T84
		PO 2. Confirm predictions about text for accuracy	I		262-277

<b>Guided Comprehension</b> "The Stone Age News"	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	I	Q1	262-277
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	I	Q2	
		PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	I	Q2	
		PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	I	Q1	
		PO 9. Draw valid conclusions about expository text, supported by text evidence.	E	Q1	
<b>After Reading</b> <b>Making</b> <b>Connections/Review/</b> <b>Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in text to experience and to related text and sources.	I		278
	Reading Strand 3 <b>Concept 1 Expository Text</b>	PO 9. Draw valid conclusions about expository text, supported by text evidence. <b>[Make generalizations]</b>	I	Q1, Q2, Q3	281A-281B
	Writing Strand 3 <b>Concept 6 Research</b>	Synthesize information from multiple sources	I		28D
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	<b>[Analogies]</b>	N		281K
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		264-277, 281M-281N, T76-T78B
<b>Cross-Curricular Connections</b>		Art: Create a cave painting Science: Write a description of convection	N		260E

Writing [Research Report Prewriting/Taking Notes/Organization]	Writing Strand 3 <b>Concept 6: Research</b> <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 2. Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, a list of sources used	E		281E-281F, S70-71
	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 3. Place details appropriately to support the main idea.	I		
		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	I		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing.	E		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: pronouns <b>[Subject and Object Pronouns]</b>	N		281G-281H, T69, S71
Spelling		PO 7. Spell high-frequency words correctly.			281C, 281I-281J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. <b>[VCCV Words]</b>	I		

<b>Listening and Speaking</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	Give a sales pitch	N		281L
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen to a presentation and evaluate nonverbal messages	N		
<b>Viewing and Presenting</b>	VP-E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perspectives	Analyze advertising for misleading messages	I		281L

# CONCEPT MAP

## Grade 6

### Key Concepts:

Informational text gives information, but the people and events themselves might not be real.

One way a writer gives information is by telling the most important ideas first, and then giving the details.

The main idea can be stated, or found directly in the text. If the main idea is implied, the reader must look for clues.

A reader can check their own understanding of what they have read by summarizing the most important details in the passage.

Words are sometimes used to express a figurative meaning rather than literal meaning. Use context to help figure out the correct meaning.

Generalizations are broad, general statements based on details and conclusions and must be true for all people or situations.

As you take notes for your research report, remember to include only facts related to your specific topic, and to paraphrase the information by putting it in your own words.

A subject pronoun replaces the subject of a sentence. An object pronoun replaces any other noun in a sentence.

### Theme: **Understanding Unlocking the Past**

#### **Reading Selection: “The Stone Age News” by Fiona Macdonald**

#### **Objectives:**

- to read and understand an informational text**
- to identify and analyze the main ideas and details organizational pattern**
- to understand that summarizing while reading can help a reader identify the main ideas and details**
- to interpret figurative language**
- to recognize and make generalizations**
- to synthesize information from two or more sources**
- to use organization in a writing a research report**
- to use subject and object pronouns correctly**

#### **Strategies:**

Summary/Synthesize: Work in groups to write a summary about the accomplishments of the Stone Age people. Include facts from the different articles in the selection.

Prewriting/Paraphrasing: As the students take notes for the theme research report, ask them for examples of information they have synthesized and before and after examples of notes they have paraphrased.

Generalizations: Before reading, make three generalizations about life during the Stone Age. After reading, review your generalizations and rewrite statements based on what you have learned from the selection.

### Key Vocabulary:

Flourished- thrived; prospered

Sociable- enjoying companionship; friendly

Astounded- amazed; filled with wonder

Reliable- dependable

Newfangled- recently invented or discovered

Skewer- to pierce through by using a stick

Specialty-a unique or outstanding item

Scouring- going over on a careful search

Main Idea and Details:  
Create a new title for each article in the selection.

Vocabulary: Make a drawing to illustrate the literal and figurative meanings of the word, “scour”.

Selection: The Stone Age News





Theme: Unlocking the Past    Genre: Expository Nonfiction    Reading Selection: "Ancient China" by Robert Nicholson and Claire Watts					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will discover the likenesses and differences between ancient and modern civilizations.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E   N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		282H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		282G-282H
Preparing to Read <b>Focus Skill: Graphic Aids</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 7. Interpret graphic features (e.g. charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.	E		282I, 286, 288, 294, 302-303, T70, S74
Focus Strategy: Reread to Clarify		<b>[Reread to Clarify]</b>	E		282J, 289,295
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		303K
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	282L, 282-283, S72-S73, T91
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	282K, 284,
		<i>PO 4. Use graphic organizers in order to clarify the meaning of the text. [KWL Chart]</i>	I	Q3	284, T84
Guided Comprehension "Ancient China" and "The Chinese Dynasties"	<i>Employ strategies to comprehend text.</i>	<i>PO 2. Confirm predictions about text for accuracy</i>	I		286-299

<b>Guided Comprehension</b> "Ancient China" and "The Chinese Dynasties"	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	E	Q1	286-299
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	E	Q2	
		PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	E	Q1, Q2	
		<i>PO 9. Draw valid conclusions about expository text, supported by text evidence.</i>	I	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>		<i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i>	I	Q1, Q2, Q3	303A-303B, T71
	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i>	I	Q3	303D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		303M-303P, T76-T78B
<b>Cross-Curricular Connections</b>		Social Studies: Explain a famous quotation Writing/Social Studies: Research an invention/write a letter	N		282E

Writing [Research Report Outline/Organization]	Writing Strand 3: <b>Concept 6: Research</b>	PO 2. Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, a list of sources used	E		303E-303F, S76-S77
	Writing Strand 2 <b>Concept 2: Organization</b>	PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: pronouns <b>[Possessive Pronouns]</b>	N		303G-H, S77, T72
Spelling		PO 7. Spell high-frequency words correctly.	I		303I-303J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. <b>[Words with Double Consonants]</b>	I		

<b>Listening and Speaking</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	Give oral directions for completing a task	N		303L
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Restate multiple-step instructions; carry out the task	N		
<b>Viewing and Presenting</b>	VP-E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness	Evaluate instructional videos (organization)	N		303L

## CONCEPT MAP

### Grade 6

### Key Concepts:

Expository nonfiction presents and explains information and ideas. Expository text often includes illustrations with captions.

Authors include graphic aids to help the readers better understand the information. Maps, photographs, diagrams, schedules, graphs, charts, and timelines are examples of graphic aids.

Good readers will often go back and reread any confusing passages or graphic aids.

There are many different sources available to locate information. Start by assessing what type of source will provide the best information to help answer the question.

Making an outline is one way to organize a research report. Reports can be organized in different ways including problem-solution, chronological, or as series of main ideas supported by details.

A possessive pronoun shows ownership or possession. It takes the place of a possessive noun. Don't confuse *its*, *your*, and *their*, with *it's*, *you're*, and *they're*.

Theme:  
**Understanding  
Unlocking the Past**

### Reading Selection: “Ancient China” by Robert Nicholson and Claire Watts

### Objectives:

- to read and understand an expository nonfiction selection
- to interpret, use, and understand graphic aids accompanying text
- to understand that rereading to clarify can help a reader better identify and understand information in a text.
- to use word, sentence, and paragraph context
- to locate information by using print materials
- to use alphabetic, numeric, and graphic structures to organize ideas
- to organize information for a research report by making an outline
- to use case and possessive nouns correctly

### Strategies:

**Graphic Aids:** Create a graphic aid for the information on page 298-299. Use Excel if available. On the back, write five questions that can be answered using your graph. Trade with a partner and answer the questions.

**Expository Nonfiction/Organizing Information:** Complete a KWL chart before and after reading the selection. Compare the KWL chart with other ways to organize information. Discuss how a KWL chart can be used to help focus research when writing a report.

**Key Vocabulary:**

Civilization- the culture and society of a specific people, time, and place

Terraces- earthen steps cut into a hillside

Elaborate- showing great detail

Administrative-pertaining to  
officials who manage a government

Inhabitants-people who live in a place

Famine-a severe shortage of food

Graphic Aid / Possessive Pronouns: Design a graphic aid to help teach a lesson to a younger student about the correct use of the possessive pronouns its, your and their.

Outlining: Assign each group to make an outline for one section on a large piece of paper. Combine to make a complete outline of the selection.

### Selection: Ancient China



Theme: Unlocking the Past      Genre: Expository Nonfiction      Reading Selection: "Pyramids" from <i>Kids Discover</i>					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will discover the likenesses and differences between ancient and modern civilizations.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		304H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		304G-304H
Preparing to Read <b>Focus Skill: Graphic Aids</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text</i>	PO 7. Interpret graphic features (e.g. charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text	E		304I, 308, 310, 312, 318, 324-325, S80, T70
<b>Focus Strategy: Use text structure and format</b>		<i>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text</i>	E	Q1	304J, 313, 315
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		304L, S78
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	304-305, S78, T92
<b>Preview and Predict/Set Purpose</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	304K, 306, 307, T81
		<i>PO 4. Use graphic organizers in order to clarify the meaning of the text. [Sequence Chart]</i>	I	Q3	
<b>Guided Comprehension</b> "Pyramids"		<i>PO 2. Confirm predictions about text for accuracy</i>	I		308-321

<b>Guided Comprehension</b> "Pyramids"	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	I	Q1	308-321
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	I	Q2	
		PO 9. Draw valid conclusions about expository text, supported by text evidence.	I	Q1, Q2, Q3	
<b>After Reading Making Connections/Review/Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in text to experience and to related text and sources.	I		322
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing) <b>[Online Sources]</b>	E	Q1, Q2, Q3	325B
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	Context clues/Homophones	N		325I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		325K-325N, T76-T78B
<b>Cross-Curricular Connections</b>		Science: Simple Machines Social Studies and Writing: Compare civilizations	N		304E



Writing [Research Report Draft/Organization]	Writing Strand 3: <b>Concept 6: Research</b>	PO 2. Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, a list of sources used	E		325C-325D, S76-S77
	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 2. Develop a strong beginning or introduction that draws in the reader.	E		
		PO 6. Create an ending that provides a sense of <b>resolution</b> or closure.	E		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO. 12. Use the following parts of speech correctly in simple sentences: Pronouns [ <b>Reflexive and Indefinite Pronouns</b> ]	N		325E-325F, S77, T73
		PO 7. Spell high-frequency words correctly.	I		
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [ <b>VCV Words</b> ]	I		
Speaking and Listening	LS-E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	Organize an oral report using note cards and an outline	N		325J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Summarize the topic of an oral report	N		

<b>Viewing and Presenting</b>	VP-E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness	Compare and contrast images in the text	N		325J
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# CONCEPT MAP

## Grade 6

### Key Concepts:

Expository nonfiction presents and explains information and ideas.

Graphic aids present information in picture form. Often, the same information is presented in different illustrations. Good readers will compare the aids to gain a better understanding of the information.

Headings, subheadings, photographs, and captions are features of text structure that can help the reader locate information within the text.

Use context clues to distinguish the meanings/spellings of homophones.

Using keywords and Booleans, such as AND and NOT, can help when doing an Internet search.

The first draft of the research report should include an introduction that catches the reader's attention, a body with one paragraph for each main section of the outline, and a conclusion that summarizes the main point of the report.

A reflexive pronoun usually refers to the subject and is written as one word. An indefinite pronoun refers to any person, thing, or group and should not be used as a subject pronoun.

### Theme:

## Understanding Unlocking the Past

### Reading Selection: "Pyramids" from *Kids Discover*

#### Objectives:

- to read and understand a magazine article
- to interpret, use, and compare graphic aids to understand a text
- to understand that text structure and format can help readers to locate important information
- to use prefixes and suffixes to figure out the meaning of an unfamiliar word
- to locate information using online sources
- to distinguish meanings and spellings of homophones and words with multiple meanings.
- to write a draft of a research report
- to use reflexive and indefinite pronouns correctly

#### Strategies:

Internet Research/Graphic Aids: Use the Internet to research the lengths of important rivers of the ancient civilizations. (See p. 323) Create a graphic Aid (bar graph) that shows the lengths of each river. Include the source(s) for the information.

Prefixes/Suffixes: Make as many different forms of the vocabulary words as you can using different affixes. Example: isolated, isolate, isolation

Text Structure / Format: Complete a sequence chart to record the sequence of developments in "Pyramids." Use the chart to write a summary of why pyramids were important to the lives of ancient Egyptians.

### Key Vocabulary:

Ingenious- extremely clever

Isolated- separated from other things or persons

Archeologist- a person who studies the remains of past human life and activities

Preserved- kept from decaying

Passageways- halls for getting into, through, or out of something

Quarries- open pits where people get stone for building

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Comprehension/Reread to Clarify: Ask students to silently read the next paragraph. While they are reading, think of a question based on a fact from the paragraph. Ask students to cover the paragraph when they are finished. If students can't answer the question, ask them to reread to find the answer. Vary the activity by having student read in groups taking turns asking the questions.

Selection: Pyramids



Theme: Unlocking the Past		Genre: Expository Nonfiction		Reading Selection: "Look Into the Past: The Greeks and Romans"		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will discover the likenesses and differences between ancient and modern civilizations.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		326H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		326G-326H	
Preparing to Read <b>Focus Skill: Main Idea and Details</b>	Reading Strand 3 <b>Concept: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Restate the main idea (explicit or implicit) and supporting details of expository text.	E	Q1	326I, 330, 332, 338, 340, 348-349, S86-S87, T68	
Focus Strategy:	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Adjust Reading Rate]</b>	E		326J, 333, 337	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		326L, 326-327, 349I, S84-S85, T92	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3		
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	326K	
		PO 4. <i>Use graphic organizers in order to clarify the meaning of the text. [Main Ideas Details Web]</i>	E	Q3	328, T86	

<b>Guided Comprehension</b> "Look Into the Past: The Greeks and Romans"	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	E	Q1	328-346, T81-T82
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	E	Q2	
		PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	E	Q1, Q2	
		PO 9. Draw valid conclusions about expository text, supported by text evidence.	I	Q1, Q2, Q3	
<b>After Reading Making Connections/ Review/Extension</b>	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topics sentences, concluding sentences) of expository text	I	Q1	349B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		349K-349N, T76-T78B
<b>Cross-Curricular Connections</b>		Social Studies: Research an Ancient City Math: Make a Right Triangle	N		326E
<b>Writing</b> <b>[Edit Research Report]</b>	Writing Strand 3 <b>Concept 6: Research</b>	PO 2. Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, a list of sources used.	E		349C-349D, S88-S89
	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 3. Place details appropriately to support the main idea.	E		
		PO 4 Include effective transitions among all elements.	E		

Writing [Edit Research Report] (cont.)	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2) <b>[Voice]</b>	I		349C-349D, S88-S89
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	I		
		PO 5. Add <b>transitional words</b> , phrases, and/or sentences to clarify meaning or enhance the writing style.	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	I		
		PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: <b>[Adjectives and Articles]</b>	N		349E-349F, S89, T74
Spelling		PO 7. Spell high-frequency words correctly.	I		349G-349H
		PO 8. Use common spelling patterns / generalizations to spell words correctly. <b>[Latin Roots-vis-and -dict-]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	Debate a given question; persuade an audience	N		349J
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify key points in a debate	N		

<b>Viewing and Presenting</b>	VP-E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perspectives	Identify misleading information in visual aids	N		349J
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## CONCEPT MAP

### Grade 6

### Key Concepts:

Expository nonfiction presents and explains information or ideas. Sections of expository text may be divided by headings.

A main idea that is stated directly may be at the beginning, middle, or at the end of a passage. A main idea that is unstated must be figured out by comparing the details.

A good reader will read more slowly when they are reading about an unfamiliar subject.

Readers can often figure out the meanings of unfamiliar words by looking for familiar prefixes, suffixes or roots.

When you research a topic in a book, you will most likely find more information than you can use. Use chapter titles and headings to find specific information for your topic.

While revising your research report, make sure ideas are presented in a logical order and add transition words to tie the ideas together.

Adjectives describe nouns and pronouns. Adjectives tell what kind, which one, and how many.

Theme:  
**Understanding  
Unlocking the Past**

**Reading Selection: “Look Into the Past: The Greeks” by Susan Williams and “Look Into the Past: The Romans” by Peter Hicks**

### Objectives:

- to read and understand an expository nonfiction selection
- to identify and analyze the main idea and detail organizational pattern
- to understand that adjusting reading rate can increase comprehension of a text
- to identify Latin roots and combine them with affixes to make words
- to use the structural features of a text to locate information
- to edit a draft of a research report
- to use adjectives and articles correctly

### Strategies:

Main	Idea/Detail:
Independently reread the text and complete a main idea and detail web for “The Greeks” and “The Romans.” Form small groups and compare webs. Come to a consensus and complete a group web. Share and compare with class.	

Fluency/Main	Idea(s):	Model
	adjusting your tone, volume and reading rate to emphasize important details in a passage. Assign passages from the text and ask students to determine which points need to be emphasized. Practice reading the passage to a partner.	

**Revising:** Add three transition words to the draft of your report. Circle/highlight with green. Cross out contractions and write the correct long form above.

### Key Vocabulary:

Provinces-large divisions of a country

Aqueduct-pipe or trough used to carry flowing water from a distant source

Hygiene- cleanliness

Mosaic-picture or design made of small pieces of colored materials, such as paper, glass, or stones

Emblem-symbol of something; a sign

Reconstruct-rebuild

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Adjectives/Word Choice- Students create an “Adjective Garden” bulletin board using construction paper flowers. Write a “tired” adjective in the center of the flower. Write synonyms on the petals that demonstrate better word choice.

**Structural Features:** In groups, analyze the structural features of a content area textbook. Develop a sales presentation that promotes the features that make the text easy to use.

### Selection: Look Into the Past



Theme: Unlocking the Past		Genre: Play	Reading Selection: "The Skill of Pericles" by Paul T. Nolan			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students will discover the likenesses and differences between ancient and modern civilizations.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		350H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		350G	
Preparing to Read <b>Focus Skill: Prefixes, Suffixes, and Roots</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		350I, 354, 356, 370-371, 371A, S92-S93	
Focus Strategy: Use Decoding/Phonics			I		350J, 357, 361,	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	350L, 350-351, S90-S91, T93	
		PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	I	Q1, Q2		
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	I			
Preview and Predict/Set Purpose	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	350K, 352-353, T86	
		PO 4. <i>Use graphic organizers in order to clarify the meaning of the text. [Character Web]</i>	I	Q3		
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. <i>Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Play]</i>	I	Q1		

<b>Guided Comprehension</b> "The Skill of Pericles"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 2. Confirm predictions about text for accuracy.</i>	I		352-365, T83
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	I	Q1, Q2, Q3	
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 1. Describe the plot and its components.	I	Q2	
		PO 2. Identify the theme in works of prose, poetry, and drama.	I	Q2	
		PO 3. Describe the motivations of major and minor characters.	I	Q2	
"Aesop's Fables"	Reading Strand 2: <b>Concept 2: Historical and Cultural Aspects of Literature</b>	<i>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	I		366-367
		PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	I		
<b>After Reading Making Connections/ Review/Extension</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in text to experience and to related text and sources.</i>	I		368-369
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Play]</i>	I	Q1	371B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		371K-371N, T76-T78B
<b>Cross-Curricular Connections</b>		Writing: Acceptance Speech Social Studies: Research Ancient Troy	N		350E

<b>Writing</b> [Publish Research Report]	Writing Strand Three: <b>Concept 6: Research</b>	<i>PO 2. Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, a list of sources used</i>	E		371C-371D, S94-S95, T88-T89
	Writing Strand 2 <b>Concept 5: Publishing</b>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	E		
		<i>PO 2. Use margins and spacing to enhance the final product.</i>	I		
		<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	I		
		<i>PO 4. Write legibly.</i>	I		
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b>	<i>PO 12. Use the following parts of speech correctly in simple sentences: [Demonstrative Adjectives]</i>	N		371E-371F, S95, T75
<b>Spelling</b>	<i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 7. Spell high-frequency words correctly.</i>	I		371G-371I
		<i>PO 8. Use common spelling patterns / generalizations to spell words correctly. [Greek Word Parts]</i>	I		
<b>Speaking and Listening</b>	LS-E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	Read aloud a research report	N		371J, T90
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify the main point of a research report	N		
<b>Viewing and Presenting</b>	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	Analyze a visual illustration and relate to theme	N		371J



# CONCEPT MAP

## Grade 6

### Key Concepts:

A play is a story that is meant to be performed for an audience. In a play, dialogue reveals character traits.

Many word parts in English are borrowed from the Greek and Latin languages. A root is the basic part of a word that gives the word its meaning. A prefix is a word part added to the beginning. A suffix is added to the end.

Break down a word into familiar word parts to figure out the correct pronunciation.

A good reader will ask: Does this meaning make sense? Could there be another meaning that also fits? Do I need to use a dictionary to be sure?

There are different ways to publish a report. Add a visual aid to make the presentation more effective

A proper adjective is formed from a proper noun. Many proper adjectives describe nationality or location; some give other information. Proper adjectives are always capitalized. Demonstrative adjectives tell which one. (this, that, these, those)

### Theme: **Understanding Unlocking the Past**

#### Reading Selection: "The Skill of Pericles" by Paul T. Nolan

#### **Objectives:**

- to read and understand a play; to compare a play to a fable**
- to use prefixes, suffixes, and roots to determine and clarify meaning**
- to understand that decoding/phonics can help readers comprehend unfamiliar words**
- to use word, sentence, and paragraph context to figure out the meaning of an unknown word**
- to publish a final draft of a research report**
- to use proper and demonstrative adjectives correctly**

#### Strategies:

Genre / Reading for Enjoyment:  
Provide different fables for the students to read in class.

Research Report/Graphic Aid: Design a graphic aid to enhance the presentation of your research report.

Comprehension/Characterization: Complete a character web by listing the different characters, their skill, and evidence of the skill. Which character is most like you? Why?

Context Clues/Antonyms: Rewrite the passage on 350-351 by replacing each highlighted vocabulary word with an antonym. Does the passage make sense? What other words/phrases must be changed? Share your revised passage with the class.

### Key Vocabulary:

Disguised-wearing clothes and often makeup to change one's appearance

Democratic-describing a government in which power is held by the people and in which citizens have equal rights

Virtues-examples of moral goodness

Brutes-cruel people; people who act like savage animals

Bellowing-shouting loudly; making a sound like a bull

Rouse-to wake up

Fluency/Readers Theatre:  
Use expression, proper tone, and spacing while reading and/or performing a play. Divide the class into groups and ask them to prepare the play for the class.

Proper Adjectives: Try to find at least ten proper adjectives in the play. Share and compare your list with the class.

Selection: Skill of Pericles





# *Trophies*

## *Timeless Treasures*

### *Theme 4 - Creative Solutions*

*In this theme, students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.*

*Essential Question: How can I use what I have learned to achieve my own personal goals?*

#### **Easy**

- Crinkleroot's Guide to Walking in Wild Places by Jim Arnosky
- A Cloak for the Dreamer by Aileen Friedman
- Dolphin Adventure: A True Story by Wayne Grover
- I'm New Here by Bud Howlett
- The Toothpaste Millionaire by Jean Merrill
- Prairies by Dorothy Henshaw Patent
- Duke Ellington by Andrea Davis Pinkney

#### **Additional Theme Related Books**

#### **Average**

- Fitting In by Anilu Bernardo
- Heads, I Win by Patricia Hermes
- Accidents May happen: Fifty Inventions Discovered by Mistake by Charlotte Foltz Jones
- Maria Tallchief: Native American Ballerina by Paul Long
- Master of Mahogany by Mary E. Lyons
- I Want to be a Chef by Stephanie Maze
- Hatchet by Gary Paulsen
- Inventions Explained by Richard Platt

#### **Challenging**

- Youn Hee & Me by C.S. Adler
- Charlie Pippin by Candy Dawson Boyd
- Chevrolet Saturdays by Candy Boyd Dawson
- Women Invent! By Susan Casey
- I, Juan de Pareja by Elizabeth Borton de Trevino
- Water Sky by Jean Craighead George
- The Apprentice by Pilar Molina Llorente
- African-American Inventors by Patricia and Fredrick McKissack



Theme: Creative Solutions      Genre: Realistic Fiction      Reading Selection: "My Side of the Mountain" by Jean Craighead George					
Enduring Understanding: Students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.					Quarter this will be taught <u>3rd</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the Day		Develop oral language	N		374H
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		374G
Preparing to Read <b>Focus Skill: Literary Devices</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection	E	Q2	374I, 378, 380, 384, 390-391, S100-101
	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 4. Determine the meaning of figurative language, including similes, metaphors, and personification, and idioms in prose and poetry.	E	Q1, Q2	
	Focus Strategy: <b>Create Mental Images</b>	<b>[Create Mental Images]</b>	I		374J, 379, 381
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	374L, 374-375, 391K, S98-99, T126
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
		PO 4. Determine the meaning of figurative language, including similes, metaphors, and personification, and idioms in prose and poetry.	I	Q1, Q2	376-386

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	374K, 376, 377
		PO 3. Generate clarifying questions in order to comprehend text.	I		374K
		PO 4. Use graphic organizers in order to clarify the meaning of the text <b>[Problem-Solving Guide]</b>	I	Q3	376
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Realistic Fiction]</b>	I	Q2	376, 391D
<b>Guided Comprehension</b> "My Side of the Mountain"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	376-387, T112
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice <b>[Imagery]</b>	E	Q1, Q3	391A-391B
		PO 2. Identify the theme in works of prose, poetry, and drama.	I	Q1, Q3	388
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		376-387, 391M-391P, T109-T111
<b>Cross-Curricular Connections</b>		Social Studies: Research Catskill Mountains Science: Learn about edible plants	N		374E

Writing: [Classification Essay/Sentence Fluency]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observations, and/or experience.</i>	Classification Essay	N		391E-391I, S102-S103, T123-124
	Writing Strand 2 <b>Concept 5: Sentence Fluency</b> <i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 1. Write <b>simple</b> and <b>compound</b> sentences.	I		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 3. Vary sentences beginnings, lengths, and patterns to enhance the flow of the writing.	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 4. Establish a central idea appropriate to the type of writing.	I		
		PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
		PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	I		

Writing: [Classification Essay/Sentence Fluency] (cont.)	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		391E-391I, S102-S103, T123-124 (cont.)
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO12. Use the following parts of speech correctly in simple sentences: d. adjectives <b>[Comparing with Adjectives]</b>	N		391G-391H, T103
Spelling		PO 7. Spell high-frequency words correctly.	I		391I-391J
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Mixed Spelling Patterns]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give a speech that supports an opinion with details	N		391L, T125
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Distinguish facts from opinions in a speech	I		

# CONCEPT MAP

## Grade 6

### Key Concepts:

Realistic fiction tells about characters and events that are like people and events in real life.

Good readers identify the point of view and recognize figurative language to help them enjoy the story. Authors use figurative language to make interesting comparisons.

Good readers create mental images to help them picture and understand figurative language and other literary devices in a story.

Imagery is the use of vivid language that helps create images in the reader's mind.

One way to organize an essay is to group or classify ideas into categories such as advantages and disadvantages.

Using a variety of sentences types and structures will improve sentence fluency and make your writing more interesting.

Use the comparative form of an adjective when comparing two things. Use the superlative form when comparing three or more

### Theme: **Creativity** Creative Solutions

#### **“My Side of the Mountain” by Jean Craighead George**

#### **Objectives:**

- to identify, read and understand a realistic fiction selection**
- To understand how an author uses point of view and figurative language to help tell a story**
- to understand that creating mental images is an effective strategy for remembering information**
- to use word, sentence, and paragraph context to figure out the meaning of an unfamiliar word; to identify shades of meaning among synonyms**
- to identify imagery and understand that it is vivid sensory language**
- to use effective sentences in writing a classification essay**
- to compare with adjectives correctly**

#### Strategies:

Imagery/Mental Images: Imagine you are a set designer for a play based on the selection. What props and backdrops should be included to enhance the visual experience of the play?

Genre/Story Elements: List and describe the four different types of conflicts described on page 391D. Ask students to think of realistic fiction plots for each type. Share with the class.

Prereading/Vocabulary: Identify vocabulary from the selection. Ask students to make predictions about the selection based on the vocabulary.

### Key Vocabulary:

Remote-out of the way; distant

Migration- the periodic passage from one region or climate to another

Nourishing-useful as food

Discouraging-disheartening

Edible-fit to be eaten

Foundation-the base or structure of a building

Cavity- a hollowed out space

Imagery: While reading the selection, complete an imagery chart to keep track of sensory words (sight, sound, smell, taste, touch) and figurative language. ( Or, use a TM© Tree Map listing each sense as a branch, and identify examples of sensory words under each branch. Use the list to help with the set design activity.





Theme: Creative Solutions      Genre: Realistic Fiction      Reading Selection: "Fall Secrets" by Candy Dawson Boyd					
Enduring Understanding: Students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.					Quarter this will be taught <u>3rd</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
<b>Question of the Day</b>		Develop oral language	N		392H
<b>Sharing Literature</b> <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		392G-H
<b>Preparing to Read</b> <b>Focus Skill: Word Relationships</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). [synonyms and antonyms]	E	Q1, Q2, Q3	392I, 396, 398, 412-413, S106-S107, T103
<b>Focus Strategy: Self-Question</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 3. Generate clarifying questions in order to comprehend text	E		392J, 397, 401
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b>	PO 1. Determine the effect of affixes on root words.	I		392L
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	392-393, S104-S105, T126
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 4. Use graphic organizers in order to clarify the meaning of the text <b>[Story Map]</b>	I	Q3	394, T118
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		392K
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Realistic Fiction]</b>	I	Q2	394

<b>Guided Comprehension</b> "Fall Secrets"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	E	Q1, Q2, Q3	394-409, 413K-413N
		<i>PO 2. Confirm predictions about text for accuracy.</i>	I		
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 3. Describe the motivations of major and minor characters.	I	Q3	
	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text</i>	<i>PO 9. Draw valid conclusions about expository text, supported by text evidence</i>	I	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in a text to experience and to related text and sources.</i>	I		
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 2. Describe the theme in works of prose, poetry, and drama.	I	Q1, Q3	T113, 410
	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Inferring]</i>	E	Q1, Q2, Q3	413B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		394-409
<b>Cross-Curricular Connections</b>		Social Studies: Be a Volunteer Math: Data Analysis	N		392E-392F

Writing: [Contrast Paragraph/Sentence Fluency]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observations, and/or experience.</i>	PO 1. <i>Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i>	I		413C-413D, S108-S109, T123-T124
		PO 2. <i>Write a summary based on the information gathered that include(s): a. topic sentence b. supporting details c. relevant information</i>	I		
	Writing Strand 2 <b>Concept 5: Sentence Fluency</b> <i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 2. <i>Write sentences that flow together and sound natural when read aloud.</i>	I		
	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 4. <i>Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	I		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. <i>Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece</i>	I		
		PO 5. <i>Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. <i>Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details</i>	I		
		PO 2. <i>Organize writing into a logical sequence that is clear to the audience.</i>	I		

Writing: [Contrast Paragraph/Sentence Fluency] (cont.)	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		413C-413D, S108-S109, T123-T124
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: b. action/linking verbs <b>[Main and Helping Verbs]</b>	N		413E-413F, T104
Spelling		PO 7. Spell high-frequency words correctly.	I		413G-413H
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[suffixes -ance and -ence]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Present a speech that makes a contrast	N		413J, T125
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for the main points of contrast in a speech	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

Realistic fiction tells about characters and events that are like people and events in real life. The characters often have feelings that real people have.

Synonyms and antonyms are types of context clues that can help the reader figure out meanings of unknown words.

A good reader uses self-questioning to ask about word relationships when they encounter an unfamiliar word.

An inference is a connection that a reader makes between information that is given and what he or she already knows from experience. A reader must make an inference to figure out information that is not directly stated in the text.

Avoid using unnecessary words, use clear subjects and verbs, modifying words, and connecting words, and use transition words to write a clear and concise contrast paragraph.

A verb phrase is a verb that includes two or more words. The main verb is the most important verb in a verb phrase. A helping verb works with the main verb to express action or being.

### Theme: **Creativity** **Creative Solutions**

**“Fall Secrets” by Candy Dawson Boyd**

### **Objectives:**

- to read and understand a realistic fiction selection; to compare realistic fiction with a magazine article**
- to determine word meanings using context clues**
- to understand that self-questioning while reading can help a reader understand important ideas**
- to make inferences about a text**
- to use effective sentences in writing a paragraph that contrasts**
- to use main and helping verbs correctly**

### **Strategies:**

#### Revision / Effective Sentences:

Ask a peer to circle the two subjects that are contrasted in your paragraph. Next, ask them to highlight any sentences that are confusing or unclear. Put a box around signal words. Revise as needed.

Word Relationships: Choose a character trait word to describe one of the main characters. Find an antonym for the word. How would the plot change if the character really had this trait?

Self-questioning: While reading the selection, stop at the bottom of the page and write a question that you have about something you have read. Trade with a partner and answer their question and /or make a comment. Continue reading and communicating with your partner. No talking is allowed during this activity!

Inferences: Make inferences about the characters based on the story information and personal experience. Ask, “Which character would make a good friend?” “Are the characters good role models?” “What might happen next for the characters?” “Are the characters like anyone you know?” Explain.

### Key Vocabulary:

Presentation- a public show or performance

Lilting- rhythmic; having a pleasant cheerful sound

Melodious- pleasing to hear; musical

Legacy- something handed down from an ancestor

Persevered-continued in spite of difficulty

Flawless- without a mistake

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Selection: Fall Secrets



Theme: Creative Solutions		Genre: Nonfiction	Reading Selection: "Girls Think of Everything" by Catherine Thimmesh			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the Day		Develop oral language	N		414H	
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		414G-414H	
Preparing to Read <b>Focus Skill: Text Structure</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text</i>	PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text <b>[Compare/Contrast]</b>	E	Q1, Q3	414I, 418, 420, 422, 426, 428, 436-437, S112-S113, T105	
Focus Strategy: Read Ahead		<b>[Read Ahead]</b>	E		414J, 419, 421	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		414L, 437C, 437K	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	414-415, 437K, S110-S111	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	414K, 416-417	
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Comparison/Contrast Chart]</b>	I	Q3	416, T119	
Guided Comprehension "Girls Think of Everything"		PO 2. Confirm predictions about text for accuracy	I		416-433	
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 9. Draw valid conclusions about expository text, supported by text evidence	E	Q1, Q2, Q3	T114, 437D	

After Reading Making Connections/ Review/Extension	Reading Strand 3 Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies	PO 1. Identify the author's specific purpose(s) for writing the persuasive text	E	Q1, Q3	437A-437B
		PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses	E		
		Reading Strand 3 Concept 1: Expository Text	PO 9. Draw valid conclusions about expository text, supported by text evidence [Make Judgements]	E	
Independent Reading Books for All Learners	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		416-433, 437M-437P
Cross-Curricular Connections		Social Studies: Create a Time Line Science: Make Paste	N		414E-414F
Writing: [Compare/Contrast Essay/Sentence Fluency]	Writing Strand 3 Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observations, and/or experience.	Compare/Contrast Essay	N		437E-F, S114-S115, T123-T124
	Writing Strand 2 Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	PO 1. Write simple and compound sentences.	I		
		PO 3. Vary sentences beginnings, lengths, and patterns to enhance the flow of the writing.			
	Writing Strand 1 Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece	I		
		PO 4. establish a central idea appropriate to the type of writing	I		
PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.		I			



Writing: [Compare/Contrast Essay/Sentence Fluency] (cont.)	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea(s)</b> and supporting details	I		437E-F, S114-S115, T123-T124
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 5. Add <b>transitional words</b> , phrases and/or sentences to clarify the meaning or enhance writing style.	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO12. Use the following parts of speech correctly in simple sentences: <i>b. action/linking verbs</i> [ <b>Action Verbs; Objects of Verbs</b> ]	N		437G-437H, T106
Spelling		PO 7. Spell high-frequency words correctly.	I		437I-437J
		PO 8. Use common spelling patterns/generalizations to spell words correctly. [ <b>Suffixes -ness and -ion/-ation</b> ]	I		

<b>Speaking and Listening</b>	LS-E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and non-verbal communications with a specific audience	Develop a topic with facts and examples in an informational compare-contrast speech	N		437L, T125
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for verbal clues; create mental images of the similarities and differences in informational speeches	N		
<b>Viewing and Presenting</b>	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	Compare and contrast illustrations/photographs	N		437L, T125

# CONCEPT MAP

## Grade 6

### Key Concepts:

Nonfiction tells about people, things, events, or places that are real. Nonfiction text often contains quotations that tell what people actually wrote or said.

When you compare two things, you look for similarities. When you contrast two things you look for differences. Good readers compare and contrast information to help them organize what they read.

Good readers will read ahead to compare and contrast events, information, or points that seem unclear in a text.

Using vivid details will help the reader visualize the similarities and differences in a compare-contrast essay.

A direct object receives the action of the verb. An indirect object tells to/for whom or what the action is done.

In some pieces of writing, the author is trying to convince the reader to believe something by using persuasive techniques.

### Theme: **Creativity** **Creative Solutions**

#### **“Girls Think of Everything” by Catherine Thimmeah**

#### **Objectives:**

- to read and understand a nonfiction selection**
- to use the compare-and-contrast organizational pattern to determine likenesses and differences in text**
- to understand that reading ahead can help readers understand things that seem unclear.**
- to use affixes and roots to figure out the meaning of an unfamiliar word**
- to write an comparison and contrast essay**
- to use action verbs and objects correctly**
- to identify techniques of persuasion and propaganda and misleading information**

#### **Strategies:**

Compare/contrast: Complete a comparison-and-contrast chart to record similarities and differences for the inventions described in the selection.

Affixes & Roots: Identify the root words and affixes in the selection vocabulary words. Brainstorm other forms of the words.

### Key Vocabulary:

Milestone- an important event

Persistence-perseverance; the act of continuing to try in spite of difficult times

Ingenuity- cleverness in solving problems

Initial- earliest; first

Inquiries- questions; requests for information

Acknowledged-recognized the claims or reality of someone or something

Visibility- the quality or degree of being visible

Reading Ahead: While reading on page 419, model how reading ahead helps answer questions the reader has. Ask, “Why would this be one ride that Mary Anderson would never forget?” Make predictions and read to confirm.

Persuasive Techniques: Create an ad for one of the inventions from the selection. Use at least two of the persuasive techniques from transparency 165.

Prewriting: Use a Venn diagram to brainstorm the similarities and differences between the two inventions you have selected.

Selection: Girls Think of Everything



Theme: Creative Solutions      Genre: Realistic Fiction      Reading Selection: "A Do-It-Yourself Project" by Anilu Bernardo					Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
<b>Question of the Day</b>		Develop oral language	N		438H
<b>Sharing Literature</b> <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		438G-438H
<b>Preparing to Read</b> <b>Focus Skill: Text Structure</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 6. Apply Knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension	E		438I, 442, 446, 450, 460 461, S118-S119
<b>Focus Strategy: Use Context to Confirm Meaning</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	438J, 445, 447, 451
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b>	PO 1. Determine the effect of affixes on root words.	I		438L
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	438-439, S116-S117
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	
<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		438K, 440-441
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I	Q3	440, T120
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. <b>[Realistic Fiction]</b>	I	Q2	440

Guided Comprehension "A Do-It-Yourself Project" and	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 5. Connect information and events in a text to experience and to related text and sources.	I		440-457
		PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
		PO 2. Confirm predictions about text for accuracy.	I		
"Preface to The Other Side"	Reading Strand 2 Concept 1: Elements of Literature	PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) [rhythm]		Q1	
After Reading Making Connections/ Review/Extension		PO 2. Describe the theme in works of prose, poetry, and drama.	E	Q1, Q3	458
		PO 6. Draw Conclusions about the style, mood, and meaning of literary text based on the author's word choice	I	Q1	461B
Independent Reading Books for All Learners	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		440-457, 461K-461N
Cross-Curricular Connections		Science: Research the Sun's Energy Social Studies: Write a Report	N		438E-438F
Writing: [Response to Literature Sentence Fluency]	Writing Strand 3 Concept 5: Literary Response Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	PO 1. Write a response to literature that: a. presents several clear ideas b. Supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner (See R-06-S2C1)	E		461C-461D, S120-S121, T122-T123
	Writing Strand 2 Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	PO 1. Write simple and compound sentences.	I		
		PO 3. Vary sentences beginnings, lengths, and patterns to enhance the flow of the writing.	I		

Writing: [Response to LiteratureSentence Fluency]	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed materials or other sources).	I		461C-461D, S120-S121, T122-T123
		PO 4. Establish a central idea appropriate to the type of writing	I		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	E		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		

Grammar	Writing Strand 2	PO12. Use the following parts of speech correctly in simple sentences: b. action/linking verbs <b>[Linking Verbs]</b>	N		461E-461F, T107
Spelling	<b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 7. Spell high-frequency words correctly.	I		461G-461H
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Suffixes -ment and -ity]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Deliver an oral response to literature	I		461J, T125
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for main ideas in an oral response to literature	N		



# CONCEPT MAP

## Grade 6

### Key Concepts:

The characters in realistic fiction often have challenges and problems that could happen in real life.

Authors organize some texts by giving information about one subject before giving information about the next. In other texts, the author will write about the similarities of both subjects and then the differences.

In a compare-contrast text structure, the reader can often find synonyms and antonyms for unfamiliar words that will help confirm the meaning.

Identify the roots, prefixes, and suffixes of unfamiliar words to help figure out their meanings.

In a response to literature, the writer can tell about their own impressions of the characters. The writer can justify their interpretations by including evidence and examples from the text.

A linking verb links the subject of a sentence to a word in the predicate that renames or describes the subject. That word may be a predicate nominative or a predicate adjective.

### Theme: **Creativity** Creative Solutions

#### **“A Do-It-Yourself Project” by Anilu Bernardo**

#### **Objectives:**

- to read and understand a realistic fiction selection; to compare realistic fiction with poetry**
- to use the compare-and-contrast organizational pattern to determine likenesses and differences in texts**
- to monitor text for context clues to determine word meanings**
- to use affixes and roots to figure out unfamiliar word meanings**
- to write a response to literature**
- to use linking verbs correctly**
- to identify imagery and understand that it is sensory language**

#### Strategies

Linking Verbs/Imagery: Write a letter from Mari to Papa about her diorama. Use linking verbs and imagery to describe the diorama. Trade letters with a partner and highlight their examples of linking verbs and imagery.

Genre/Compare and Contrast: Identify parts of the setting and plot that are similar to your life and parts that are different. What did the author do to make the story realistic?

Response to Literature: Write an essay that describes Mari and how she changes during the story. Choose three character trait words and include examples from the text as supporting evidence.

Genre/Poetry/Fluency: Analyze the characteristics and structural elements of the poem. Focus on the meter and rhythm. Next, pretend to be the poet and practice reading the poem aloud using expression that emphasizes the intended conversational tone.

Fluency: Change the dialogue on pages 446-447 into a script. Practice using expression while reading the scripts in small groups.

### Key Vocabulary:

realistic- true to life

miniature- a small copy of something

three-dimensional- having height, width, and depth

dependent-relying on or needing something else

recognition- acknowledgment; approval

represent- to stand for; to portray

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Theme: Creative Solutions		Genre: Biography	Reading Selection: "Catching the Fire: Philip Simmons, Blacksmith"			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students will discover that reading about how other people have overcome obstacles can motivate and inspire them to solve their own problems.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the Day		Develop oral language	N		462H	
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		462G-462H	
Preparing to Read <b>Focus Skill: Word Relationships</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	462I, 472, 474, 482 483,	
Focus Strategy: <b>Adjust Reading Rate</b>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text. (Listening Comprehension)	I		462J, 473, 475	
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	462L, 462-463	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	I			
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	462K	
		PO 4. <i>Use graphic organizers in order to clarify the meaning of the text. [Character Web]</i>	I	Q3	464, T121	
Guided Comprehension "Catching the Fire: Philip Simmons, Blacksmith"	Employ strategies to comprehend text.	PO 2. <i>Confirm predictions about text for accuracy.</i>	I		464-479, 480	
		PO 5. <i>Connect information and events in a text to experience and to related text and sources.</i>	I			

<b>Guided Comprehension</b> "Catching the Fire: Philip Simmons, Blacksmith"	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text</i>	PO 9. Draw valid conclusions about expository text, supported by text evidence	E	Q1, Q2, Q3	464-479, T116
	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) <b>[Meaning]</b>	E	Q1, Q3	
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text <b>[Sequential/Chronological]</b>	E	Q1, Q3	483B
	Reading Strand 1 <b>Concept 4: Vocabulary</b>	PO 4. Determine the meaning of figurative language, including similes, metaphors, and personification, and idioms in prose and poetry. <b>[Figures of Speech]</b>	I		483I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		464-479, 483K-483N
<b>Cross-Curricular Connections</b>		Art: Make a Themed Mobile Writing: Become a Biographer	N		462E-462F

Timed or Tested Writing: Comparison and Contrast Essay	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observations, and/or experience.</i>	Comparison/Contrast Essay	N		483C-483D, S126-S127, T122-T123
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 7. Use <b>time management strategies</b> , when appropriate, to produce a writing product within a set time period.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b>	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea(s)</b> and supporting details	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (i.e., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft. <b>[Rubric]</b>	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		

Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO12. Use the following parts of speech correctly in simple sentences: b. action/linking verbs <b>[Simple Tense; Present Tense]</b>	N		483E-483F, S127
		PO 7. Spell high-frequency words correctly.	I		483G-483H
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Suffixes, -less, -ive, and -ous]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Participate in in a panel discussion about the selection	I		483J, T125
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Compare and contrast classmates' opinion about the selection	N		

## CONCEPT MAP

Grade 6

### Key Concepts:

A biography is a story about a person's life written by another person. A biography often contains opinions and personal judgments based on facts.

Context clues must be used to determine the correct definition of a multiple-meaning word.

When a good reader encounters a word with multiple meanings, they will adjust their reading rate to make sure they understand the correct relationships of the words.

A good reader will look for nearby words such as synonyms that will help explain an unfamiliar word.

Compare-contrast essays are often used as timed tests. In a timed or tested writing, a writer responds to a prompt in a limited amount of time. The prompt tells the writer what to write about.

The tense of a verb tells the time of the action. (present, past, future)

Use a thesaurus to find synonyms for unfamiliar words.

### Theme: **Creativity** Creative Solutions

**“Catching the Fire: Philip Simmons, Blacksmith” by Mary E. Lyons**

#### **Objectives:**

- to read and understand a biography; to compare a biography with poetry**
- to identify and interpret words with multiple meanings**
- to understand that adjusting reading rate can help a reader understand important ideas**
- to use word, sentence, and paragraph context to figure out meanings of unfamiliar words; to identify synonyms and write sentences that demonstrate understanding; use a thesaurus**
- to write a comparison-and-contrast essay**
- to use simple tenses and present tense correctly**

#### **Strategies:**

Word relationships: For the words *fire*, *piece*, *ring*, *fly*, *type*, *safe*, and *forge*, write two sentences for each word showing the multiple meanings. Include context clues to help the reader determine the correct meaning.

Adjust Reading Rate: During independent reading, place a sticky note by a passage where you needed to slow down or reread. Share and compare your placement with the class.

Genre/Elements: Compare the format of the biography and the poem. Compare the theme of the biography and the poem.

Theme: At the end of the selection, what does the author want you to be thinking about?

### Key Vocabulary:

Tributes- things given, done, or said to show thanks or respect

Rugged- strong and sturdy, hardy

Forge (n) a furnace where metal is heated so that it can be hammered or bent into shape; (v) to shape metal by heating and hammering it

Ornamental-serving as decoration; decorative

Install- to fix in a position for use

Portable- able to be carried; easily carried

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Comprehension: Write five new titles for the selection.

Context Clues: Divide drawing paper into six sections. In random order, sketch a picture to represent each word. Trade with a partner and try to figure out each word.

Selection: Catching the Fire: Phillip Simmons, Blacksmith





# *Trophies*

## *Timeless Treasures*

### *Theme 5 - Making a Difference*

*In this theme, Students will see the value of making a difference in his or her community.*

*Essential Question: How can I make my community a better place?*

#### **Additional Theme Related Books**

##### **Easy**

- Powwow by George Ancona
- The American Family Farm by George Ancona and Joan Anderson
- Train to Somewhere by Eve Bunting
- Yang the Third and her Impossible Family by Lensey Namioka
- Just Kids: Visiting a Class for Children with Special Needs by Ellen B. Senisi
- Boys at Work by Gary Soto
- The Boxcar Children by Gertrude Chandler Warner

##### **Average**

- Apache Rodeo by Diane Hoyt-Goldsmith
- My Life as a Fifth Grade Comedian by Elizabeth Levy
- In the Year of the Boar and Jackie Robinson by Bette Bao Lord
- Running Girl by Sharon Bell Mathis
- Dare to Dream by Angela Shelf Medearis
- Orphan Train Rider by Andrea Warner
- The Orphan of Ellis Island by Elvira Woodruff

##### **Challenging**

- Cowboy: An Album by Linda Grandfield
- Spirit of the West by Jahnna N. Malcolm
- Crazy Fish by Norma Fox Mazer
- Anne of Avonlea by L.M. Montgomery
- Anne of Green Gables by L.M. Montgomery
- Apple is my Sign by Mary Riskind



Theme: Making a Difference   Genre: Short Story   Reading Selection: "Seventh Grade" by Gary Soto					Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students will see the value of making a difference in his or her community.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the Day		Develop oral language	N		486H
Sharing Literature <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		486G-486H
Preparing to Read <b>Focus Skill: Draw Conclusions</b>  <b>Focus Strategy: Make and Confirm Predictions</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text <b>[Drawing Conclusions]</b>	E	Q1, Q2, Q3	486I, 490, 496, 504-505, S132-S133, T136
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		486J, 495, 497
		PO 2 Confirm predictions about text for accuracy.	E		
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		486L, 486-487, 505K, S130-S131, T158
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)	I		
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	486K, 488-489, T151
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Story Map]</b>	I	Q3	

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Short Story]</i>	I	Q1	486K, 488-489, T151
<b>Guided Comprehension</b> "Seventh Grade"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in a text to experience and to related text and sources.</i>	I		490-501, T146
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	E	Q1, Q2, Q3	
		<i>PO 2. Confirm predictions about text for accuracy.</i>	I		
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	<i>PO 2. Identify the theme in works of prose, poetry, and drama.</i>	I	Q3	502
		<i>PO 3 Describe motivations of major and minor characters [Characterization]</i>	I	Q1, Q2, Q3	505A-505B
		<i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on author's word choice. [Imagery]</i>	I	Q3	505D
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.</i>	I		505M-505P, T143-T145B
<b>Cross-Curricular Connections</b>		Social Studies: Create a travel brochure Art: Make a comic strip for a short story	N		486E
<b>Writing: [Persuasive Paragraphs/Ideas]</b>	Writing Strand 3 <b>Concept 4: Persuasive</b> <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information (See R06-S3C3) [Paragraph]</i>	E		505E-505F, S134-S135, T155-T156

Writing: [Persuasive Paragraphs/Ideas] (cont.)	Writing Strand 2 <b>Concept 1: Ideas</b> <i>Writing is clear and focused, holding the readers' attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i>	PO 1. Use clear, focused ideas and details to support the topic.			505E-505F, S134-S135, T155-T156
		PO 2. Provide content and selected details that are well suited to audience and purpose.			
	Writing Strand 2 <b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 3. Use language appropriate for the topic and purpose.			
		PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.			
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 3. Determine the intended audience of a writing piece.			
		PO 4. establish a central idea appropriate to the type of writing			
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with <b>main idea(s)</b> and supporting details.			
		PO 2. Organize writing into a logical sequence that is clear to the audience.			
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.			
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.			

<b>Writing:</b> <b>[Persuasive Paragraphs/Ideas]</b> <b>(cont.)</b>	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i>	I		505E-505F, S134-S135, T155-T156
		<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	N		
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b>	<i>PO 12. Use the following parts of speech correctly in simple sentences: b. action verbs/linking verbs</i> <b>[Past and Future Tenses]</b>	N		505G-505H, S135, T137
<b>Spelling</b>	<i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 7. Spell high-frequency words correctly.</i>	I		505I-505J
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i> <b>[added -ed and -ing]</b>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Present an opinion that is supported by reasons and details	N		505L, T157
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen to understand reasons and details that support opinions	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

A short story is a fictional narrative that is not part of a novel. A short story has a problem and a resolution.

A conclusion is a statement that is likely to be true based on information from the story.

Good readers use story information and prior knowledge to help them draw conclusions, and make and confirm predictions as they read the story.

One way a reader learns about a character is by paying attention to how the author describes that character's actions, dialogue, dress, habits, and thoughts.

In persuasive writing, the writer tries to convince or persuade the reader to agree with their viewpoint by giving good reasons with strong details and examples for support.

The past tense of regular verbs is formed by adding -ed. The future tense of a verb is formed by using the helping verb 'will' with the main verb.

### Theme:

## **Determination**

## **Making a Difference**

### Reading Selection: "Seventh Grade" by Gary Soto

#### **Objectives:**

- to read and understand a short story
- To draw and analyze conclusions by evaluating evidence
- to understand that making and confirming predictions while reading can help a reader understand and enjoy the text
- to use affixes and root words to gain meaning of unfamiliar words
- to critique the credibility of characters' actions and traits
- to use reasons and details in writing a persuasive paragraph
- to use past and future tenses correctly

#### **Strategies:**

Making Predictions/Connections: During guided reading, stop to make predictions. Ask students to use clues from their own experiences to help.

Persuasive Paragraph / Listening Comprehension: Present persuasive paragraph as a speech. Ask students to identify the speaker's opinion and verify that support was given for each argument.

Revising: Rank the arguments in your persuasive speech from strongest to weakest. Move the strongest argument to the end of the speech.

Draw Conclusions/Characterization: Work in pairs or small groups to make a list of conclusions that can be made about Victor. Include examples from the text and personal experience that support each conclusion.

Characterization/Judgments: Make a judgment that takes issue with a choice that Victor makes. Give 3 reasons to support your claim.

### **Key Vocabulary:**

Uncertainly- in an unsure way; doubtfully

Bustled- moved briskly and busily

Propelled-drove forward or onward

Elective-an optional course or class

Scowl- to wrinkle the brow to express anger or disapproval; to frown angrily

Sheepishly- in a consciously embarrassed way

Conviction- certainty; belief





Theme: Making a Difference Genre: Realistic Fiction Reading Selection: "My Name is San Ho" by Jayne Pettit					
Enduring Understanding: Students will see the value of making a difference in his or her community.					Quarter this will be taught <u>3rd</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		Develop oral language	N		506H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		506G-506H
Preparing to Read - <b>Focus Skill: Author's Purpose and Perspective</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Identify the author's stated or implied purpose(s) for writing expository text (" <i>Dia's Story Cloth</i> ")	E	Q1, Q2	506I, 510, 512, 514, 528 529, S138-S139, T138, T147
	Reading Strand 3 <b>Concept 3: Persuasive Text</b> <i>Explain basic elements of argument in text and their relationship to the authors' purpose and use of persuasive strategies.</i>	PO 1. Determine the author's specific purpose for writing persuasive text (" <i>My Name is San Ho</i> ")	E	Q2, Q3	
	Focus Strategy: Decoding/Phonics	<b>[Break words into smaller parts]</b>	I		506J, 511, 513
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	506L, 506-507, S136-S137
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	506K, 508-509, T151
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Story Map]</b>	I	Q3	

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction]</i>	I	Q1	506K, 508-509, T151
<b>Guided Comprehension</b> "My Name is San Ho" and "Dia's Story Cloth"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in a text to experience and to related text and sources.</i>	I		509-525, T147
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	E	Q1, Q2, Q3	
		<i>PO 2. Confirm predictions about text for accuracy.</i>	I		
<b>After Reading</b> <i>Making Connections/Review/Extension</i>	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	<i>PO 2. Identify the theme in works of prose, poetry, and drama.</i>	I	Q3	526
		<i>PO 3. Describe motivations of major and minor characters [Characterization]</i>	I	Q1, Q2, Q3	529B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.</i>	I		529K-529N, T143-T145B
<b>Cross-Curricular Connections</b>		Social Studies: Compare with Latitude and Longitude Writing: Make a Book	N		506E
<b>Writing [Persuasive Letter/Ideas]</b>	Writing Strand 3 <b>Concept 4: Persuasive</b> <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses and opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information (See R06-S3C3) [Letter]</i>	E		529C-529D, T155-T156, S140-S141

Writing [Persuasive Letter/Ideas]	Writing Strand 2 <b>Concept 1: Ideas</b> <i>Writing is clear and focused, holding the readers' attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i>	PO 3. Develop a sufficient explanation or exploration of the topic.	E		529C-529D, T155-T156, S140-S141
		PO 4. Include ideas and details that show original perspective.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with <b>main idea(s)</b> and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	I		
	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		

Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	PO 12. Use the following parts of speech correctly in simple sentences: b. action verbs/linking verbs <b>[Principle Parts of Verbs]</b>	N		529E-529F, S141, T139
Spelling		PO 7. Spell high-frequency words correctly.	I		529G-529H
		PO 8. Use common spelling patterns/generalizations to spell words correctly . <b>[Prefix com- (con-)]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Deliver a problem-solution presentation	N		529J, T157
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify the main idea and evaluate the effectiveness of a presentation	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

In realistic fiction, the main character often changes through his/her experiences. These experiences are like real life.

Most authors write to entertain, to inform, or to persuade. The way an author feels about a topic is his or her perspective.

Look for familiar word parts and letter patterns to help pronounce unfamiliar words.

In realistic fiction, the author makes the characters believable through their actions, words, and thoughts.

A reader can compare and contrast realistic fiction and nonfiction pieces that share a common topic. Analyzing the author's purpose of each helps make the connection.

An anecdote, or a very brief story used to illustrate a point, along with examples can be used in persuasive writing to help support the point.

The principle parts of a verb are the infinitive, the present participle, the past tense, and past participle.

### Theme: **Determination** **Making a Difference**

#### Reading Selection: "My Name is San Ho" by Jayne Pettit

#### Objectives:

- to read and understand a realistic fiction selection; to compare realistic fiction and nonfiction
- to analyze how an author's perspective and purpose for writing affects a text
- to break unfamiliar words into smaller parts to determine the pronunciations
- to use word, sentence, and paragraph context to determine the meaning of unfamiliar words
- to critique the credibility of characters' actions and traits
- to use anecdotes and examples in writing a persuasive business letter
- to use principle parts of verbs correctly

#### Strategies:

Fluency: Partner read by rereading parts of the selection. One student reads part of the selection while the other student provides feedback on use of pacing and expression to reflect San Ho's mood. Switch roles.

Context Clues: Write sentences using the selection vocabulary words. Leave the vocabulary word out and trade with a partner. Fill in the missing word and underline any context clues that were used. Revise sentences without context clues to improve sentence fluency.

### Key Vocabulary:

Gestured- signaled with one's hands, head, or other part of the body

Muster- to gather or collect

Tentative- hesitant, half-hearted

Mystified- puzzled; baffled; bewildered

Appreciatively- in a way that shows appreciation or recognition of value

Significance- meaning; importance

Author's Purpose / Story Elements: Complete a story map to help determine the author's purpose and perspective. Use the chart when comparing the story to "Dia's Story Cloth."

Prewriting/Development: After selecting a topic for your persuasive letter, think of an anecdote to include that shows the reader that you have a personal connection/reason for writing your viewpoint.

Selection: San Ho



Theme: Making a Difference Genre: Biography Reading Selection: "Out of the Darkness: The Story of Louis Braille"					
Enduring Understanding: Students will see the value of making a difference in his or her community.					Quarter this will be taught <u>3rd</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		Develop oral language	N		530H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		530G-530H
Preparing to Read - <b>Focus Skill: Draw Conclusions</b>  <b>Focus Strategy: Summarize</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 9. Draw valid conclusions about expository text, supported by text evidence	E	Q1, Q2, Q3	530I, 534, 536, 538, 546, 547, S144-S145
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	E	Q2	530J, 535, 537
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		530L, 530-531, S142-S143, T159
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)	I		
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		530K, 532-533, T152
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Conclusion/Evidence Chart]</b>	I	Q3	

<b>Guided Comprehension</b> "Out of the Darkness: The Story of Louis Braille"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	I		532-543, T148
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 9. Draw valid conclusions about expository text, supported by text evidence	E	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/Review/Extend</i>	Reading Strand 3 <b>Concept 3 Persuasive Text</b> <i>Explain basic elements of argument in text and their relationship to the authors' purpose and use of persuasive strategies.</i>	PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	E	Q3	547B
		PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses	E		
	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts</i>	[Clipped Words]	N		547I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		547K-547N, T143-T145B
<b>Cross-Curricular Connections</b>		Social Studies: Other Kinds of Communication Science: Study Human Vision	N		530E
<b>Writing</b> <b>[Persuasive Essay/Ideas]</b>	Writing Strand 3 <b>Concept 4: Persuasive</b> <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information (See R06-S3C3) <b>[Essay]</b>	E		547C-547D, S146-S147, T155-T156



Writing [Persuasive Essay/Ideas]	Writing Strand 2 <b>Concept 1: Ideas and Content</b> <i>Writing is clear and focused, holding the readers' attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i>	PO 1. Use clear, focused ideas and details to support the topic.			547C-547D, S146-S147, T155-T156
		PO 3. Develop a sufficient explanation or exploration of the topic.			
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing			
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.			
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main ideas and supporting details.			
		PO 2. Organize writing into a logical sequence that is clear to the audience.			
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.			
		PO 7. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklist, <b>rubrics</b> ) to refine the draft.			
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.			
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.			

<b>Writing</b> <b>[Persuasive Essay/Ideas]</b>	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	N		547C-547D, S146-S147, T155-T156
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 12. Use the following parts of speech correctly in simple sentences: b. action verbs/linking verbs [Regular and Irregular Verbs]</i>	N		547E-547F, S147, T140
<b>Spelling</b>		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly. [Prefixes That Tell Position]</i>	I		547G-547H
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give a persuasive speech	I		547J, T157
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for opinions and support in a persuasive speech	I		

# CONCEPT MAP

## Grade 6

### Key Concepts:

A biography is a story about a person's life written by another person. Events are often in time order.

When a reader draws a conclusion, they use evidence, or clues, found in the text along with prior knowledge and experience. More than one conclusion may be drawn.

Good readers summarize information to check for understanding and to remember what they read. Summarizing ideas and clues will also help when drawing conclusions.

Authors use persuasive techniques to try to get others to think in a certain way. Good readers can identify when persuasive language such as propaganda is being used.

A persuasive essay expresses an opinion about a topic. The writer's purpose is to get the reader to agree with their opinion.

Add -d or -ed to form the past and the past participle of regular verbs. The past and past participle of irregular verbs are formed in several other ways.

### Theme:

## **Determination**

## **Making a Difference**

### Reading Selection: "Out of the Darkness: The Story of Louis Braille" by Russell Freedman

#### Objectives:

- to read and understand a biography
- to draw conclusions based on evidence in a text
- to understand that summarizing can help readers remember information
- to use affixes to determine word meaning
- to identify and analyze persuasive techniques in a text
- to write a persuasive essay
- to use regular and irregular verbs correctly

#### Strategies:

Draw Conclusions: During small group reading, complete graphic organizers to draw conclusions about the main characters. (Examples on page 547K-547M)

Summarizing: Complete a conclusion/evidence chart for the selection and write a summary paragraph about Louis Braille and his accomplishments.

Biography : Prior to reading the story, create a TM© Circle Map with "Louis Braille" in the center. Ask the students to brainstorm anything they know about Louis Braille. As they read the story, add to the circle map or begin to develop a TM© Bubble Map.

Affixes: Scan the story, looking for words that have prefixes or suffixes. Sort the words and determine the meaning of the affix.

### Key Vocabulary:

Precision- the quality or condition of being very accurate or exact

Devised- thought of, planned, or invented

Gradually- slowly, little by little

Dormitory- a building where a number of people live, such as students at a school

Transcribed- made a full copy of

Stylus- a sharp, pointed instrument used for writing, marking, or engraving

Persuasive Techniques: Assign each group to a different persuasive technique. Ask each group to write the technique on the center of a poster board. (Example: bandwagon) Next, make a collage illustrating that technique by searching through old magazines for examples and gluing them onto the poster board. Display the posters in the room.

Selection: Out of the Darkness: The Story of Louis Braille



Theme: Making a Difference Genre: Play Reading Selection: "Anne of Green Gables" by Lacy Maud Montgomery					
Enduring Understanding: Students will see the value of making a difference in his or her community.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		Develop oral language	N		548H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		548G-548H
Preparing to Read - <b>Focus Skill: Word Relationships</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	548I, 556, 558, 562, 574 575, S150-S151
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	
Focus Strategy: Use Text Structure and Format	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 6. Apply knowledge of the effect of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension. <b>[Time and Setting]</b>	E		548J, 553, 557
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	I		548L, 548-549, S148-S149
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)	I		
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	548K, 550, 551, T152
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Sequence Chart]</b>	I	Q3	

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 2 <b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i>	I	Q1	548K, 550, 551, T152
<b>Guided Comprehension</b> "Anne of Green Gables"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 3. Generate clarifying questions in order to comprehend text</i>	I		550-569, T149
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	I	Q1, Q2, Q3	
		<i>PO 2. Confirm predictions about text for accuracy.</i>	I		
"Tea Biscuits"	Reading Strand 3 <b>Concept 2 Functional Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	<i>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure</i>	E	Q1, Q2	570-571
		<i>PO 2. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text</i>	E	Q1, Q2	
		<i>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i>	E	Q1, Q3	
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 1 <b>Concept 2: Elements of Literature</b>	<i>PO 3. Describe motivations of major and minor characters [Characterization]</i>	I	Q1, Q2	575B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.</i>	I		575K-575N, T143-T145B
<b>Cross-Curricular Connections</b>		Writing: Design an invitation using word processing Math: Take a Poll	N		548E
<b>Writing:</b> <b>[Persuasive Play Review/Organization Ideas]</b>	Writing Strand 3 <b>Concept 4: Persuasive</b> <i>Explain basic elements of argument in text and their relationship to the authors' purpose and use of persuasive strategies.</i>	<i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information (See R06-S3C3) [Review]</i>	E		575C, 575D, S142-S153, T155-T156

Writing: [Persuasive Play Review/Organization /Ideas]	Writing Strand 2 <b>Concept 2: Organization</b> <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 3. Place details appropriately to support the main idea.	I		575C, 575D, S142-S153, T155-T156
		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).	I		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Establish a central idea appropriate to the type of writing.	I		
		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		

<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 12 Use the following parts of speech correctly in simple sentences: b. action verbs/linking verbs [Perfect Tenses]</i>	N		575E-575F, S153, T141
<b>Spelling</b>		<i>PO 7. Spell high-frequency words correctly.</i>	I		575G-575H
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly. [Prefixes dis- and non-]</i>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Develop a topic with persuasive reasons and examples	N		575J, T157
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen for the main point and supporting reasons in a persuasive speech	N		
<b>Viewing and Presenting</b>	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	Analyze and evaluate media communications	N		575J, T157



# CONCEPT MAP

## Grade 6

### Key Concepts:

A play is story that is meant to be performed for an audience. Dialogue tells what the characters say and stage directions tell how the characters act and speak.

Word relationships, such as synonyms and antonyms, can help a reader determine the meanings of unfamiliar and multiple meaning words in context.

The text structure of a play is based on scenes. Time and setting are two variables that change when the scene changes.

In a review, the writer offers an opinion about whether a television program, a performance, a movie, or a book is good and supports the opinion with facts and examples.

A verb in the present tense shows that the action started to happen sometime before now. A verb in the past perfect tense shows that the action happened before a certain time in the past. A verb in the future perfect tense shows that the action will have happened before a certain time in the future.

### Theme: **Determination** **Making a Difference**

### Reading Selection: “Anne of Green Gables” by Lacy Maud Montgomery

#### **Objectives:**

- to read and understand a play; to compare a play with a recipe
- to identify and interpret relationships to determine meanings
- to understand that using text structure and format can help readers understand a text
- to use prefix and suffix meaning to determine the definition of unfamiliar words
- to use persuasion in writing a review
- to use perfect tenses correctly

#### Strategies:

##### Functional Text:

- Brainstorm/show other examples of functional text.
- Discuss the importance of functional text in everyday life (job applications, recipes, etc)

Word Relationships: Ask students to keep a list of unfamiliar words as they read. Discuss words, look for context clues, or use a dictionary to find word meanings.

### Key Vocabulary:

Dramatically- in a theatrical or an exaggerated way

Solemnly- in a very earnest and serious way

Irresistible-impossible to be refused

Sublime- majestic; not to be excelled; supreme

Fluster- a state of excitement and confusion

Bewildered- confused; perplexed; puzzled

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Functional Text/Comprehension: Distribute the directions to unfamiliar card games. Ask student to read and interpret the directions in order to play the game. Monitor the activity to check for understanding.

Writing Functional Text: Write directions for carrying out a process such as making a peanut butter sandwich. Trade with a partner and attempt to actually carry out the process. Provide feedback.

Comprehension/Text Structure: Complete a sequence chart that lists the main events of each scene.

Selection: Green Gables



<b>Theme: Making a Difference      Genre: Nonfiction      Reading Selection: "Cowboys: Roundup on an American Ranch" by Joan Anderson</b>					
Enduring Understanding: Students will see the value of making a difference in his or her community.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
<b>Question of the day -</b>		Develop oral language	N		576H
<b>Sharing Literature -</b> <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		576G-576H
<b>Preparing to Read -</b> <b>Focus Skill: Author's Purpose and Perspective</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Identify the author's stated or implied purpose(s) for writing expository text	E	Q1, Q2	576I, 582, 584, 596-597, S156-S157
	Reading Strand 3 <b>Concept 3: Persuasive Text</b> <i>Explain basic elements of argument in text and their relationship to the authors' purpose and use of persuasive strategies.</i>	PO 1. Determine the author's specific purpose for writing persuasive text	E	Q2, Q3	
	<b>Focus Strategy:</b> <b>Read Ahead</b>	<b>[Read Ahead]</b>	E		576J, 581, 585
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	576L, 576-577, 597I, S154-S155
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	

<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I		576L, 576-577, 597I, S154-S155
<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	576K, 578-579, T153
		PO 4. <i>Use graphic organizers in order to clarify the meaning of the text. [KWL Chart]</i>	I	Q3	
<b>Guided Comprehension</b> "Cowboys: Roundup on an American Ranch"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. <i>Confirm predictions about text for accuracy.</i>	I		578-591, T150
		PO 5. <i>Connect information and events in a text to experience and to related text and sources.</i>	I		
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 9. <i>Draw valid conclusions about expository text, supported by text evidence</i>	E	Q1, Q2, Q3	
"This Big Sky"	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 7. <i>Identify the characteristics and structural elements of poetry (e.g., stanza, verse, <b>rhyme scheme</b>, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) [Repetition and Mood]</i>	I	Q3	592-593
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. <i>Connect information and events in a text to experience and to related text and sources. [Compare Texts]</i>	I		594
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 9. <i>Draw valid conclusions about expository text, supported by text evidence [Generalizations]</i>	E	Q1, Q2, Q3	597B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. <i>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.</i>	I		597K-597N, T143-T145B

Cross-Curricular Connections		Math: Graph Survey Results Science: Draw a Diagram	N		576E
Writing [Persuasive Essay (Timed or Tested Writing)]	Writing Strand 3 <b>Concept 4: Persuasive</b> <i>Explain basic elements of argument in text and their relationship to the authors' purpose and use of persuasive strategies.</i>	PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information (See R06-S3C3)	N		597C-597D, S158-S159, T155-T156
	Writing Strand One: <b>Concept 1: Prewriting</b> <i>Prewriting uses strategies to generate, plan, and organize ideas for specific purposes</i>	PO 2. Determine the purpose of an intended writing piece.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 7. Use <b>time management strategies</b> , when appropriate, to produce a product within a set time period.	E		
	Writing Strand One: <b>Concept 3 Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 2. Use resources (e.g. dictionary, word lists, spelling grammar checkers) to correct conventions.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 4. Write legibly	N		

Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: b. action verbs/linking verbs <b>[Perfect Tenses]</b>	N		597E-597F, S159, T142
Spelling		PO 7. Spell high-frequency words correctly.	I		597G-597H
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Prefix in- (im-, il-, ir-)]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Give a persuasive speech and support opinions with reasons and details	N		597J, T157
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify convincing arguments	N		

## CONCEPT MAP

Grade 6

### Key Concepts:

Nonfiction tells about people, things, events, or places that are real. Nonfiction can be influenced by the author's viewpoint.

Good readers determine the author's purpose and perspective to understand what they read. You can figure out the author's perspective by examining his or her choice of words.

When an author's purpose and perspective seem unclear, the reader should read ahead to find out if there is more information to help them.

When reading a text with a lot of new information, the reader can use context to help determine the meaning of unfamiliar words.

A generalization that is not supported by strong facts and evidence is not valid.

In timed or tested writing, a writer responds to a prompt within a set period of time. The prompt gives the writer the topic and sometimes the audience. (Persuasive essay)

The progressive form of verbs tells about action that continues over time.

### Theme: **Determination** **Making a Difference**

**Reading Selection: "Cowboys: Roundup on an American Ranch"**  
by Joan Anderson

#### **Objectives:**

- to read and understand a nonfiction selection; to compare nonfiction with poetry**
- to analyze how an author's perspective and purpose for writing affect a text**
- to understand that reading ahead can help a reader clarify difficult information**
- to use word, sentences, and paragraph context to determine word meaning**
- to recognize and make valid generalizations and support them with text evidence and personal experience**
- to write a persuasive essay -to use progressive forms correctly**

#### **Strategies:**

Context Clues/Critical Thinking: Write a question that can be answered using a selection vocabulary word or bonus word.

Author's Purpose: Complete a K-W-L chart to help determine the author's purpose and perspective. Use the KWL chart to write a review that will help persuade someone to read the selection.

Reading Ahead: Place a sticky note next to any confusing passages. Continue reading and check back after you have finished the selection. Did reading ahead help to make the passage clear? Share unanswered questions with the class.

Generalizations: Before reading the selection, make five statements about cowboys. After reading, review the statements to determine if any of your original generalizations are valid. Revise statements as needed.

### Key Vocabulary:

Compliant- willing; obedient

Permeates- spreads throughout; fills up

Corralled- penned in

Full-fledged- perfectly able; qualified

Diversion- change; deviation

Ornery- irritable; ill-humored

Craggy- rough; sharp-edged

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Selection: Cowboys: Roundup on an American Ranch





# *Trophies*

## *Timeless Treasures*

### *Theme 6 - Expanding Worlds*

*In this theme, students will understand that achieving dreams involves both hard work and taking risks.*

*Essential Question: What risks have people taken in order to achieve their dreams?*

#### **Additional Theme Related Books**

##### **Easy**

- Volcano, Earthquake and Hurricane by Nick Arnold
- Launch Day by Peter Campbell
- Dolphin Adventure by Wayne Grover
- Amelia Earhart by Andrew Langley
- Alexander Graham Bell: An Inventor  
Life by Elizabeth MacLeod
- Prairies by Dorothy Hinshaw Patent
- Fat Men from Space by Daniel Manus Pinkwater
- The Time Machine and Other Cases  
by Seymour Simon
- Handshake in Space by Sheri Tan

##### **Average**

- The Computer Nut by Betsy Byars
- Sea Soup: Zooplankton by Mary M. Cerullo
- In Search of the Grand Canyon by Mary Ann Fraser
- On the Far Side of the Mountain by Jean Craighead George
- Shark Beneath the Reef by Jean Craighead George
- To Space and Back by Sally Ride and Susan Okie
- Night of the Twisters by Ivy Ruckman
- Cool Sites: Free Stuff for Kids on the Net by Lisa Trumbauer

##### **Challenging**

- The Planet Hunters by Dennis Bendell Fradin
- Water Sky by Jean Craighead George
- A Seal Called Andre by Lew Dietz and Harry Goodridge
- Online Kids: A Young Surfer's Guide to Cyber Space by Preston Gralla
- Virtually Perfect by Dan Gutman
- Space Challenger by Jim Haskins and Kathleen Benson
- Journey to the Planets by Patricia Lauber



Theme: Expanding Worlds    Genre: Expository Nonfiction    Reading Selection: “Atlas in the Round” by Keith Lye and Alastair Campbell					
Enduring Understanding: Students will understand that achieving dreams involves both hard work and taking risks.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
<b>Question of the Day</b>		Develop oral language	N		600H
<b>Sharing Literature</b> <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		600G-600H
<b>Preparing to Read</b> <b>Focus Skill: Text Structure: Cause and Effect</b>  <b>Focus Strategy: Text Structure and Format</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purposes, structures, and elements of expository text.</i>	PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text. <b>[Cause and Effect]</b>	E	Q3	600I, 606, 610, 614, 624 625, S164-S165, T168
			E	Q3	600J, 605, 607, 613,
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	600L, 600, 601, S162-S163, T190
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)	E		
<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	600K, 602-603, T184
		PO 4. Use graphic organizers in order to clarify the meaning of the text. <b>[Cause and Effect Chart]</b>	I	Q3	
<b>Guided Comprehension</b> “Atlas in the Round”		PO 2. Confirm predictions about text for accuracy.	I		602-617, T179

<b>Guided Comprehension</b> "Atlas in the Round"	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	I	Q1	602-617, T179
		PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	I	Q2	
		PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timetables, graphs) of expository text.	E		
		PO 9. Draw Valid conclusions about expository text, supported by evidence.	E	Q1, Q2, Q3	
"A Strange Sled Race"	Reading Strand 2 <b>Concept 2: Historical and Cultural Aspects of Literature</b> <i>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature</i>	PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature. <b>[Hawaiian Myth]</b>	I		618-621
		PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	I		
<b>After Reading</b> <i>Making Connections/ Review/Extension</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	PO 5. Connect information and events in text to experience and to related text and sources.	I		622
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.	I	Q1, Q2, Q3	625D
		shades of meaning in synonyms	I		625K
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		625M-625N, T176-T178B
<b>Cross-Curricular Connections</b>		Science: Earth Diagram Math/Science: Chart Plate Movement	N		600E

Writing: [News Story/Word Choice]	Writing Strand 3 <b>Concept 2: Expository</b> <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	<i>PO 1. Record information (e.g., observation, notes, lists, charts, map labels and legends) related to the topic.</i>	I		625E-625F, S166-S167, T187-T188
		PO 2. Write a summary based on information gathered that contains: a topic sentence, supporting details, and relevant information.	E		
	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece</i>	I		
		PO 4. Establish a central idea appropriate to the type of writing	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	<i>PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea</b> (s) and supporting details</i>	I		
		<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	E		
		PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	I		
<i>PO 7. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.</i>		I			

Writing: [News Story/Word Choice]	Writing Strand 1 <b>Concept 4: Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		625E-625F, S166-S167, T187-T188
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 6. Use apostrophes to punctuate: a. contractions	N		625G-625H, S167, T169
		PO 12. Use the following parts of speech correctly in simple sentences: e. adverbs <b>[Contractions and Double Negatives]</b>			
Spelling			PO 7. Spell high-frequency words correctly.	I	
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Prefixes ex- and re-]</b>	I		
Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Present an oral news report using verbal clues to signal the next major detail or fact	N		625L, T189
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Listen to an oral news report and ask relevant questions at the end of the report	N		
Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	Use and understand a diagram	N		625L

# CONCEPT MAP

## Grade 6

### Key Concepts:

Illustrations and captions can help explain the information being presented in expository nonfiction.

A cause is something that happens. An effect is what happens as a result of the cause. Authors sometimes organize text by cause and effect relationships.

Signal words act as clues to the cause-and-effect relationships of the text structure and format.

Using a reference source such as a dictionary is a good strategy for determining or confirming the meanings of unfamiliar words.

Reference sources such as an encyclopedia, almanac, atlas, Reader's Guide, and newspaper can be used to locate information.

A news story uses exact verbs, nouns, and adjectives in order to help the reader understand the concepts.

A contraction is the shortened form of two words. Negatives are words whose meanings include "no" or "not."

### Theme: Expanding Worlds

#### Reading Selection: "Atlas in the Round" by Keith Lye and Alastair Campbell

#### **Objectives:**

- to read and understand an expository nonfiction selection; to compare expository nonfiction with a myth**
- to identify and analyze text organized by causal relationships**
- to understand that using text structure and format can help a reader understand important information**
- to use a dictionary or other reference source to determine or confirm meanings of unfamiliar words**
- to use the structural features of a text to locate information**
- to use exact word choice in writing a news story**
- to use contractions and negatives correctly**

#### Strategies:

Contractions and Negatives: Alter a passage so that it contains a number of misspelled (or mispunctuated) contractions and inappropriately used negatives. Ask students to locate and correct the mistakes.

Reference Sources: Compare the text glossary definition to a dictionary definition. Record differences and similarities and share findings with the class. What conclusions can you draw about using a glossary versus using the dictionary?

Cause & Effect/Text Structure: Discuss the different types of cause and effect. (Traditional, multiple causes, multiple effects, chain reactions, cycle, ripple effect) Brainstorm examples of each type. During reading, record examples of cause and effect on a chart and identify the type.

### Key Vocabulary:

Submerged- underwater; covered by water

Cylinder- object shaped like a soup can

Transparent-clear enough to see through

Microscopic- visible only under a microscope

Collide- to crash or bump into

Traditional- ordinary; characteristic

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Prereading / Text Format: While in groups, ask one student to hold the text upside down. Ask the other students to make and record observations about the text format. Share observations with whole group and discuss how knowing the text format can aid comprehension.

Word Choice / Prewriting: Brainstorm action verbs that might be used to describe a rescue.

Selection: Atlas in the Round





Theme: Expanding Worlds		Genre: Nonfiction	Reading Selection: “Dive! My Adventures in the Deep Frontier” by Sylvia A. Earle			Quarter this will be taught <u>4th</u>
Enduring Understanding: Students will understand that achieving dreams involves both hard work and taking risks.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		626H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		626G-626H	
Preparing to Read - <b>Focus Skill: Fact and Opinion</b>  <b>Focus Strategy: Use Context to Confirm Meaning</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purposes, structures, and elements of expository text.</i>	<i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text</i>	E	Q1, Q2	626I, 630, 632, 642-643, S170-S171, T170	
	Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	626J, 631, 633
PO 1. Determine the effect of affixes on root words.			E		626L, 626-627, 643K, S168-S169, T190	
PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).			I	Q1, Q2, Q3		
PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).			I	Q1		
<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>			I			
Preview and Predict/Set Purpose:	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	626K, 628-629, T184	
		<i>PO 4. Use graphic organizers in order to clarify the meaning of the text. [Fact/Opinion Chart]</i>	I			

<b>Guided Comprehension</b> "Dive! My Adventures in the Deep Frontier" and "Some Like It Wet"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	I		628-639
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1 Restate the main idea (explicit or implicit) and supporting details in expository text.	I	Q1	
		PO 9. Draw Valid conclusions about expository text, supported by evidence	I	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/Review/Extension</i>	Reading Strand 1 <b>Concept 4: Vocabulary</b>	<b>[Denotation and Connotation]</b>	E		643A-643B, T171
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	I	Q1, Q2	643D, T180
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		643M-643P, T176-T178B
<b>Cross-Curricular Connections</b>		Science/Social Studies: Make a brochure Math: Converting Measurements	N		626E-626F
<b>Writing</b> <b>[Lyric Poem/Word Choice]</b>	Writing Strand 3 <b>Concept 1: Expressive</b> <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format	I		643E-643F, S172-S173, T187-T188
	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	I		
		PO 4 Use <b>literal</b> and <b>figurative language</b> where appropriate to purpose.	E		

Writing [Lyric Poem/Word Choice]	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	<i>PO 1 Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed materials or other sources).</i>	I		643E-643F, S172-S173, T187-T188
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	I		
	Writing Strand 1 <b>Concept 4: Editing</b>	<i>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to edit the draft.</i>	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	I		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 12. Use the following parts of speech correctly in simple sentences: e. adverbs <b>[Adverbs]</b></i>	N		643G-643H, S173
Spelling		<i>PO 7. Spell high-frequency words correctly.</i>	I		643I-643J, T172
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly <b>[Prefixes pre- and pro-]</b></i>	I		

Speaking and Listening	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	Recite a poem using effective delivery techniques	N		643L, T189
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Identify the tone, mood, and emotion conveyed in oral communication	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

Nonfiction tells about people, things, events, or places that are real. The information may be shared through the author's own experiences and told in first-person point of view.

Authors sometimes organize text by using statements of fact and opinion. Authors sometimes present opinions and then support them with facts.

An author may use signal words and phrases, such as *probably* or *I believe* to qualify an opinion.

Denotation is the dictionary definition of a word and connotation is the feeling or idea that the word conveys.

Some words have positive connotation while some have negative connotation. Words can have varying degrees of meanings.

A lyric poem expresses the writer's observations and feelings through vivid verbs and adjectives and words with strong connotations along with rhythmic lines.

An adverb modifies, or describes, a verb, an adjective, or another adverb.

### Theme: Expanding Worlds

#### Reading Selection: "Dive! My Adventures in the Deep Frontier" by Sylvia A. Earle

#### **Objectives:**

- to read and understand a nonfiction selection; to compare a nonfiction selection with a magazine article**
- to determine the reliability of a source by distinguishing between fact and opinion**
- to understand that context clues can help a reader gain meaning of unfamiliar words**
- to understand and explain "shades of meaning" in related words (denotation/connotation)**
- to use exact words in writing a lyric poem**
- to use adverbs correctly**

#### Strategies:

Fact/Opinion: Write five facts from the selection. Trade with a partner. Change the facts to opinions.

Adverbs / Critical Thinking: Try writing "Tom Swifties" using adverbs. Example: "I broke my leg," said Tom lamely.

### Key Vocabulary:

Salvage- describing the saving of a ship

Abounded- was in abundant or plentiful supply

Diversity- variety

Acoustic- having to do with sound

Gauge- an instrument for measuring

Dissipate- to break up and scatter or dissolve

Buoyancy- the ability to keep oneself or an object afloat

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Shades of Meaning: As a restaurant reviewer, write a critique of a piece of pie. (Can be done as a class so that the teacher can better explain/model connotation.) Focus on the connotation of words used to describe the pie. (Flakey versus crumbly) Rewrite the review as if you disliked the pie. Finally, rewrite the review in as neutral tone.

Word Choice/Prewriting: After selecting a topic for your poem, brainstorm at least ten related verbs and adjectives. Trade your list with a partner and ask them to rank the words from most vivid to least vivid. Replace the bottom five words.

Selection: Dive! My Adventure in the Deep Frontier



<b>Theme:</b> Expanding Worlds <b>Genre:</b> Expository Nonfiction <b>Reading Selection:</b> "I Want to Be an Astronaut" by Stephanie Maze and Catherine O'Neill Grace					Quarter this will be taught <u>4th</u>
<b>Enduring Understanding:</b> Students will understand that achieving dreams involves both hard work and taking risks.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
<b>Question of the day -</b>		Develop oral language	N		644H
<b>Sharing Literature -</b> <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		644G-644H
<b>Preparing to Read -</b> <b>Focus Skill: Cause and Effect</b>	Reading Strand 3 <b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purposes, structures, and elements of expository text.</i>	PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.	E	Q3	644I, 648, 650, 654, 664 665, S176-S177
	<b>Focus Strategy:</b> Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 3. Generate clarifying questions in order to comprehend the meaning of text</i>	E		644J, 649, 653, 655
<b>Vocabulary</b>	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	E	Q1, Q2, Q3	644L, 644-645, 665I, S174-S175, T191
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	E	Q1	
		<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I		
<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	I	Q2	644K, 646-647, T184
		<i>PO 4. Use graphic organizers in order to clarify the meaning of the text. [Cause and Effect Chart]</i>	I	Q3	

<b>Guided Comprehension</b> "I Want to Be an Astronaut" and "What It's Like Up There"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 2. Confirm predictions about text for accuracy.</i>	I		648-661, T181
	Reading Strand 3 <b>Concept 1: Expository Text</b>	<i>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</i>	I	Q1	
		<i>PO 9. Draw Valid conclusions about expository text, supported by evidence</i>	E	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/Review/Extend</i>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 5. Connect information and events in text to experience and to related text and sources.</i>	I		662
		Study Strategies <b>[QAR Strategy]</b>	N		665B
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		665K-665N, T176-T178B
<b>Cross-Curricular Connections</b>		Social Studies: Job Fair/Research Careers Writing: Design an Application for Space Camp	N		644E
<b>Writing</b> <b>[Dramatic Skit/Word Choice]</b>	Writing Strand 3 <b>Concept 1: Expressive</b> <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format <b>[Skit]</b>	I		665C-665D, S178-S179, T187-T188
	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	I		
		PO 2. Use words and phrases that consistently support style and type of writing.	E		
		PO 3. Use vocabulary that is original, varied, and natural.	I		



Writing [Dramatic Skit/Word Choice]	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed materials or other sources).	I		665C-665D, S178-S179, T187-T188
		PO 4. establish a central idea appropriate to the type of writing	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main ideas and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	I		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 2. Use margins and spacings to enhance the final product.	N		
Grammar	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12 Use the following parts of speech correctly in simple sentences: e. adverbs <b>[Comparing with Adverbs]</b>	N		665E-665F, S179, T173
Spelling		PO 7. Spell high-frequency words correctly.	I		665G-665H
		PO 8. Use common spelling patterns/generalizations to spell words correctly. <b>[Clipped Words]</b>	I		

Speaking and Listening		Select a poem and recite it for the class	N		665J, T189
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	Analyze rhetorical devices in poetry [ <b>onomatopoeia and repetition</b> ]	N		
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	PO 7. Identify the characteristics and structural elements of poetry	I		
Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	Analyze songs or television for rhetorical devices	N		665J

# CONCEPT MAP

## Grade 6

### Key Concepts:

Expository nonfiction presents and explains information or ideas and can be based on real-life activities.

Authors often organize text by cause-and-effect relationships. Good readers recognize this structure by identifying signal words and phrases such as *because* or *as a result*.

Good readers use self-questioning to help them get a better understanding of cause-and-effect organization.

Outlines, K-W-L charts, SQ3R, QAR are study methods a reader can use when reading nonfiction texts.

In a dramatic skit, the writer creates a conversation that tells a story and establishes the setting and mood.

Scientific terms, vivid words and adjectives, and informal language may all be used to make the skit more interesting.

The positive form of an adverb makes no comparison. The comparative form compares one action with another action. The superlative form compares one action with two or more actions.

### Theme: Expanding Worlds

**Reading Selection: "I Want to Be an Astronaut" by Stephanie Maze and Catherine O'Neill Grace**

#### **Objectives:**

- to read and understand an expository nonfiction selection; to compare expository nonfiction with a magazine article
- to identify and analyze text organized by causal relationships
- to understand that self-questioning while reading can help a reader understand important ideas
- to use sentence and word context to figure out the meanings of unfamiliar words
- to use effective study strategies
- to write a dramatic skit
- to compare with adverbs correctly

#### Strategies:

Self-Questioning: While reading independently, Write comments/questions about each section. Trade with a partner and add to their comments and answer their questions if possible.

Study Strategies/Main Idea & Details: Beginning with the first section in the text, model taking notes by making an outline on chart paper. Continue the outline by assigning each group a different section. Complete the outline by posting the sections together in the classroom.

### Key Vocabulary:

Navigation- planning, recording, and controlling the course and position of a ship or other craft

Facilities- places that serve a particular function

Mission- an assignment one is supposed to carry out

Maneuver- to control or guide skillfully

Simulation-an imitation

High-tech- using advanced or state-of-the-art technology

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Cause & Effect: Provide articles about recent space exploration. Ask students to highlight examples of cause and effect as they read. Complete a cause and effect chart to share with the class.

Prewriting/Word Choice: Describe the setting of your skit in a brief paragraph. Circle the words that demonstrate strong word choice. Revise as needed.

Selection: I Want to Be an Astronaut



Theme: Expanding Worlds Genre: Expository Nonfiction		Reading Selection: “CyberSurfer” by Nyla Ahmad			Quarter this will be taught <u>4th</u>
Enduring Understanding: Students will understand that achieving dreams involves both hard work and taking risks.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		Develop oral language	N		666H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. [Listening Comprehension]	I		666G-666H
Preparing to Read - Focus Skill: Fact and opinion	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purposes, structures, and elements of expository text.</i>	PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text	E	Q1, Q2	666I, 672, 674, 678, 690 691, S182-S183
	Focus Strategy: Reread to Clarify	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	[Reread to Clarify]	I	666J, 667, 679
Vocabulary	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		666L, 666-667, S180-S181, T191
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3	
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1	
		PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)	I		
Preview and Predict/Set Purpose:	Reading Strand 1 Concept 6: Comprehension Strategies	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2	666K, 668-669, T185
		PO 4. Use graphic organizers in order to clarify the meaning of the text. [KWL]	I	Q3	

<b>Guided Comprehension</b> "CyberSurfer" and "In the Next Three Seconds"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 2. Confirm predictions about text for accuracy.</i>	I		670-687, T182
	Reading Strand 3 <b>Concept 1: Expository Text</b>	PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	E	Q1	
		<i>PO 9. Draw Valid conclusions about expository text, supported by evidence</i>	E	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections/Review/Extension</i>	Reading Strand 1 <b>Concept 4: Vocabulary</b>	<b>[Denotation and Connotation]</b>	E		691B
		<b>[Neologisms/Idioms]</b>	I		691I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.	I		691K-691N, T176-T178B
<b>Cross-Curricular Connections</b>		Writing: Describe the Internet Math/Social Studies: Use an Abacus	N		666E
<b>Writing</b> <b>[Friendly Letter/Word Choice]</b>	Writing Strand 3 <b>Concept 3: Functional</b> <i>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</i>	PO 3. Write a friendly letter that includes a : a. heading b. salutation c. body d. closing e. signature	I		691C-691D, S184-S185, T187-T188

Writing [Friendly Letter/Word Choice]	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 2. Use words and phrases that consistently support style and type of writing.	E		691C-691D, S184-S185, T187-T188
	Writing Strand 2 <b>Concept 3: Voice</b> <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience or purpose.</i>	PO 1. Show awareness of the audience through word choice and <b>style</b> .	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece	I		
		PO 4. Establish a central idea appropriate to the type of writing	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details	I		
		PO 2. Organize the writing into a logical sequence that is clear to the audience	E		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	E		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	I		

<b>Writing</b> <b>[Friendly Letter/Word Choice]</b>	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	I		691C-691D, S184-S185, T187-T188
<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b> <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 12. Use the following parts of speech correctly in simple sentences: g. prepositions</i> <b>[Prepositional Phrases]</b>	N		691E-691F, S185, T174
<b>Spelling</b>		<i>PO 7. Spell high-frequency words correctly.</i>	I		691G-691H
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i> <b>[Words from French]</b>	I		
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	To read aloud a written letter	N		691J, T189
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	To listen to the key steps given in directions	N		



# CONCEPT MAP

## Grade 6

### Key Concepts:

Expository nonfiction presents and explains information and ideas. Illustrations can make the facts more interesting.

Facts are statements based on direct evidence and opinions are statements based on beliefs, judgments, or feelings.

Good readers reread to clarify when distinguishing between facts and opinions.

Denotation is the literal meaning of the word and connotation is the meaning suggested by the word.

Neologisms are newly coined words such as SUV and snail-mail. Neologisms are often acronyms.

When writing a friendly letter, use a friendly, informal voice and choose specific nouns and adjectives that express your personal thoughts.

A preposition shows the relationship of a noun or a pronoun to another word. The noun or pronoun that follows a preposition is called the object of the preposition.

### Theme: Expanding Worlds

#### Reading Selection: "CyberSurfer" by Nyla Ahmad

#### **Objectives:**

- to read and understand an expository nonfiction selection; to compare expository nonfiction with nonfiction**
- to determine the reliability of a source by distinguishing between fact and opinion**
- to understand that rereading to clarify can help a reader understand meaning**
- to use affixes and root word to determine meanings of unfamiliar words**
- to distinguish between denotation and connotation**
- to identify and use neologisms, or newly coined words**
- to use expression in writing a friendly letter**
- to use prepositional phrases correctly**

#### **Strategies:**

Fact / Opinion: Design public safety posters about Internet Safety. Write common myths as opinions and then list the correct fact as a safety rule. Display the posters in the computer lab/media center.

Vocabulary: Create a class dictionary of neologisms by assigning a letter to each student. On their page, they should include a definition, an illustration, and an example sentence with context clues.

Comprehension/Reread to Clarify: While rereading the selection, write two each of Who, What, When, Where, Why, and How questions that can be answered from the text. Trade with a partner and use the text to answer the questions in complete sentences.

### Key Vocabulary:

Bombarded- attacked persistently

Modem- a device that enables computers to send and receive information on phone lines

Interactive- a way of working in which a computer or a person responds

Transmission- the act or process of sending; something that is sent

Online- the state of communicating on the Internet and between computers

Barrage- a huge, rapid outpouring, as of words or blows

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Prepositional Phrases: Write an 8 line action poem by starting each line with a prepositional phrase. Example: down the court, through the hoop...

Selection: CyberSurfer



Theme: Expanding Worlds		Genre: Short Story	Reading Selection: “The Case of the Shining Blue Planet” by Seymour Simon			Quarter this will be taught <u>4th</u>
Enduring Understanding: Students will understand that achieving dreams involves both hard work and taking risks.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		Develop oral language	N		692H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody. <b>[Listening Comprehension]</b>	I		692G-692H	
Preparing to Read - <b>Focus Skill:</b> Draw Conclusions  <b>Focus Strategy:</b> Make and Confirm Predictions	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Draw Conclusions]</i>	E	Q1, Q2, Q3	692I, 696, 698, 700, 708 709, S188-S189	
		<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	E	Q2	692J, 607, 692K	
		<i>PO 2. Confirm predictions about text for accuracy.</i>				
Vocabulary	Reading Strand 1 <b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Determine the effect of affixes on root words.	E		692L, 692-693, S186	
		PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	I	Q1, Q2, Q3		
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	I	Q1		
		<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available)</i>	I			

<b>Preview and Predict/Set Purpose:</b>	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 4. Use graphic organizers in order to clarify the meaning of the text. [Conclusion/Evidence Chart]</i>	I	Q3	694, T184
	Reading Strand 2 <b>Concept 1: Elements of Literature</b>	<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i>	I	Q1	694-695
<b>Guided Comprehension</b> "The Case of the Shining Blue Planet"	Reading Strand 1 <b>Concept 6: Comprehension Strategies</b>	<i>PO 3. Generate clarifying questions in order to comprehend text</i>	I		696-706, T183
		<i>PO 5. Connect information and events in a text to experience and to related text and sources.</i>	I		
		<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	E	Q1, Q2, Q3	
<b>After Reading</b> <i>Making Connections</i>	Reading Strand 1 <b>Concept 4: Vocabulary</b>	Denotation and Connotation	E		709B
		<i>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i>	I	Q1	709I
<b>Independent Reading</b> <i>Books for All Learners</i>	Reading Strand 1 <b>Concept 5: Fluency</b> <i>Read fluently.</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody.</i>	I		709K-709N, T176-T178B
<b>Cross-Curricular Connections</b>		Science: Explore the Earth Social Studies: Research Satellite Technology	N		692E
<b>Writing</b> <b>[Suspense Story/Word Choice]</b>	Writing Strand 3: <b>Concept 1: Expressive</b> <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	<i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format</i>	I		709C-709D, S190-S191, T187-T188

Writing [Suspense Story/Word Choice]	Writing Strand 2 <b>Concept 4: Word Choice</b> <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	I		709C-709D, S190-S191, T187-T188
		PO 2. Use words and phrases that consistently support style and type of writing.	E		
		PO 3. Use language appropriate for the topic and purpose.	E		
	Writing Strand 1 <b>Concept 1: Prewriting</b> <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed materials or other sources).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece	I		
	Writing Strand 1 <b>Concept 2: Drafting</b> <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1 Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details	I		
		PO 2 Organize the writing into a logical sequence that is clear to the audience	E		
	Writing Strand 1 <b>Concept 3: Revising</b> <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 7. Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	I		
	Writing Strand 1 <b>Concept 4 Editing</b> <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 2 <b>Concept 5: Publishing</b> <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		

<b>Grammar</b>	Writing Strand 2 <b>Concept 6: Conventions</b>	<i>PO 12. Use the following parts of speech correctly in simple sentences: d. adjectives e. adverbs</i> <b>[Adjective and Adverb Phrases]</b>	N		709E-709F, S191, T175
<b>Spelling</b>	<i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	<i>PO 7. Spell high-frequency words correctly.</i>	I		709G-709H
		<i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i> <b>[Related Words]</b>			
<b>Speaking and Listening</b>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	To deliver a narrative presentation	N		709J, T189
	LS-E4 Predict, Clarify, analyze, and critique a speaker's information and point of view.	To predict the outcome of a narrative	N		

# CONCEPT MAP

## Grade 6

### Key Concepts:

A short story is a fictional narrative that is not part of a novel. A short story has a problem and a resolution.

Authors may not directly state all of the information that a reader should take away from a story. Evidence in the text and prior knowledge help readers draw conclusions about what they read.

Good readers draw conclusions to help them make accurate predictions.

Word connotations can be positive, negative, or neutral. Words with similar denotation can have different connotations or implied meanings.

A suspense story focuses on building suspense and creating a mood. The writer may use foreshadowing and specific verbs to make the action vivid.

An adjective phrase modifies a noun or pronoun and an adverb phrase modifies a verb, an adjective, or an adverb.

Theme:

### Expanding Worlds

**Reading Selection: “The Case of the Shining Blue Planet” by Seymour Simon**

#### **Objectives:**

- to read and understand a short story**
- to draw conclusions and analyze them by evaluating evidence**
- to understand that making and confirming predictions can help a reader stay focused on a text**
- to use word structure to figure out the meanings of unfamiliar words**
- to understand and explain shades of meaning in related words**
- to write a suspense story**

#### Strategies:

**Shades of Meaning:** Ask students to look up the dictionary definition of the word *wind*. (related to weather) Explain that this is the denotation. Have students write sentences using the word *wind* based on their own associations. Have other students identify the connotation in each sentence as either positive or negative. Next, brainstorm associated words and list on the board. Ask students to replace the word *wind* in their sentence with a word from the list that best matches the connotation.

**Prewriting:** Ask students to select a problem for their suspense story based on the prompt. Next, students should brainstorm at least three possible resolutions. Ask peers to provide feedback and select the best resolution.

### Key Vocabulary:

Dejectedly- unhappily

Enrolls- admits as a member

Breakthrough- important advance

Disregarded- paid no attention to

Cosmonaut- astronaut from the former Soviet Union

Satellite- object in space that moves in orbit

Formulas- mathematical facts expressed as symbols

Altimeter- an instrument for measuring height

**Make and Confirm Predictions:** Stop reading on page 701 and make a written prediction about whether or not Stanley will send his money to Dr. Kronkheit. Share your predictions with another student. Continue reading and confirm predictions.

