



Grade 6 ELA

 Collaboration Grade 6|English Language Arts|District Middle School|2014-2015

Tuesday, September 2, 2014, 3:59PM



Standards & Benchmarks

Collection 1 - "Facing Fear," Week 1

(Week 1, 2 Weeks)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the

Text Support

COLLECTION 1 "Facing Fear", Week 1

ANCHOR TEXT: "The Ravine" TE pp. 3-12, 135 min

CLOSE READER: None

SUPPORTING TEXT: "Life Doesn't Frighten Me" (Poem)
TE pp. 37-38, 45 minutes

ANCHOR TEXT: "The Ravine" TE pp. 3-12, 135 min

- **Instructional Focus:**
 - **Describe Stories: Character and Setting** TE pp. 3, 4, 5, 6, 7, 8, 9, 11, 13 (RL.6.1, RL.6.2, RL.6.3)
 - **Making Inferences** TE pp. 3, 5, 8, 10, 12, 13 (RL.6.1)
 - **Analyzing Language and Structure** TE pp. 37, 38, 39 (RL.6.4, L.6.1e, L.6.3a)
- **Practice & Apply:**
 - **Analyzing The Text** TE p. 14 (RL.6.1, RL.6.3, RL.6.5, W.6.2a-f, W.6.9a)
 - **Critical Vocabulary** TE p. 15 (L.6.4a, L.6.4c, L.6.4d, L.6.6)
 - **Vocabulary Strategy: Using Context Clues** TE p. 15 (L.6.4a)
 - **Language Conventions: Recognize Variations from Standard English** TE p. 16 (L.6.1e)
- **Selection-Based Performance Task:** *Writing Essay: TE pg. 14 (W.6.2a-f, W.6.9a)*

SUPPORTING TEXT: "Life Doesn't Frighten Me" (Poem)
TE pp. 37-38, 45 minutes

- **Instructional Focus:**
 - **Analyzing Language and Structure** TE pp. 37- 39 (RL.6.1, RL.6.4, RL.6.5)
- **Practice & Apply:**
 - **Analyzing Text** TE p. 40 (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6)

Resources

Universal Access Support
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Teaching Resources/Documents
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Professional Development
coming soon in 2014-15...

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Additional Texts

Teacher Resources>
Additional Texts by
Collection>Collection 1
See below for hyperlink

- "The Raven" by Edgar Allan Poe
- "Psalm 23" from the King James Bible

WordSharp Vocabulary Tutor Lessons

Teacher
Resources>WordSharp
Vocabulary Tutor>
See below for hyperlink

- Context
Clues:Synonyms and
Restatement

 **Additional Texts**

 **WordSharp Vocabulary Tutor Lessons**

Standards & Benchmarks

development of the theme, setting, or plot.

- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

- W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and

Text Support

- **Selection-Based Performance Task:** *Speaking Activity: Oral Reading TE pg. 40 (SL.6.4, SL.6.6)*

Resources

Standards & Benchmarks

topics”).

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend

Text Support

Resources

Standards & Benchmarks

more fully when reading or listening.

- L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general

Text Support

Resources

Standards & Benchmarks

academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 1 - "Facing Fear," Week 2

(Week 3, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

Text Support

COLLECTION 1 "Facing Fear", Week 2

ANCHOR TEXT: "Fears and Phobias" TE pp. 41-46, 135 min

CLOSE READER SELECTION: "The Jumping Tree" TE pp. 16b-16g, 45 min

SUPPORTING TEXTS: "Fine?" TE pp. 17-32, 135 minutes

ANCHOR TEXT: "Fears and Phobias" TE pp. 41-46, 135 min

- **Instructional Focus:**
 - **Analyzing Structure TE pp. 41, 42, 43, 46** (RI.6.1, RI.6.5)
 - **Cite Evidence TE pp. 41, 43, 44, 47** (RI.6.1, RI.6.3, RI.6.5)
- **Practice & Apply:**
 - **Analyze Text TE p. 48** (RI.6.1, RI.6.3, RI.6.5, RI.6.6)
 - **Critical Vocab TE p.49** (L.6.4a,b,d, L.6.6)
 - **Vocabulary Strategy: Prefixes that mean "not" TE p. 49** (L.6.4a, b, d, L.6.6)
 - **Language Conventions: Subjective and Objective Pronouns TE p. 50** (L.6.1a)
- **Selection-Based Performance Task: Writing Activity: Summary, TE p. 48** (W.6.2, W.6.4, RI.6.2)

Resources

Universal Access Support
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Teaching

Resources/Documents
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Professional Development
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Grammar Note Lessons

Teacher

Resources>Grammar Notes>

See below for hyperlink

- Lesson 9: Using Pronouns Correctly
- Lesson 16: Using Commas
- Lesson 20: Improving Your Spelling (Prefixes)

Videos

Teacher Resources>Video

See below for hyperlink

- "Fear" [1:30]

WordSharp Vocabulary Tutor Lessons

Teacher

Resources>WordSharp

Vocabulary Tutor>

See below for hyperlink

- Word

Standards & Benchmarks

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b Use common, grade-

Text Support

Resources

Structure:Prefix

-  [Grammar Note Lessons](#)
-  [Videos](#)
-  [WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 1 - "Facing Fear," Week 3

(Week 4, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from

Text Support

COLLECTION 1 "Facing Fear", Week 3

ANCHOR TEXT: *None*

CLOSE READER SELECTION: "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare" TE pp. 50b-50e, 45 min

SUPPORTING TEXTS: "In the Spotlight" TE pp. 51-54, 90 min

SUPPORTING TEXTS: "In the Spotlight" TE pp. 51-54, 90 min

- **Instructional Focus:** Determine Central Idea and Details, TE pp. 51, 52, 53, 54, 55 (RI.6.1, RI.6.2, RI.6.3)
- **Practice & Apply:**

Resources

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Teaching Resources/Documents

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Grammar Note Lessons

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Resources>Grammar Notes

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- Lesson 9: Using

Standards & Benchmarks

personal opinions or judgments.

- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with

Text Support

- **Analyzing Text TE p. 56** (RI6.1, RI6.2, RI6.3, RI6.4, RI6.5, RI6.6)
- **Critical Vocabulary TE p. 57** (L6.4a, L6.4b, L6.4c, L6.4d, L6.6)
- **Vocabulary Strategy: Suffixes that Form Nouns TE p. 57** (L6.6)
- **Language Conventions: Possessive Pronouns TE p. 58** (L6.1a)
- **Selection-Based Performance Task: Writing Activity: Letter TE p.56** (W6.2a-f, W6.9)

Resources

Pronouns Correctly

[WordSharp Vocabulary Tutor Lessons](#)

Teacher
Resources>WordSharp
Vocabulary Tutor
See below for hyperlink

- Word Structure:
Suffixes

 [Resource #1](#)

 [Resource #2](#)

Standards & Benchmarks

relevant facts, definitions, concrete details, quotations, or other information and examples.

- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of
unknown and multiple-meaning words and
phrases by using context clues, analyzing
meaningful word parts, and consulting
general and specialized reference
materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to

Text Support

Resources

Standards & Benchmarks

- the meaning of a word or phrase.
- L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 1 - "Facing Fear" (Performance Task)

(Week 5, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas,

Text Support

COLLECTION 1 "Facing Fears", Week 4
Performance Task B : Write an Expository Essay, TE p. 67 (W.6.2a-e, W.6.4, W.6.5, W.6.8)

Resources

Universal Access Support
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Teaching Resources/Documents
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Professional Development

Standards & Benchmarks

concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of

Text Support

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Standards & Benchmarks

each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Collection 1 - Assess/Reteach/Extend (Week 6, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

Text Support

COLLECTION 1 "Facing Fear", Week 5 - Assess/Reteach/Extend

Administer Common Assessment 1

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
 - Describe Stories: Character Development TE p. 16a (RL.6.3)
 - *Level Up Tutorials: Character Traits, Character motivation, Making Inferences About Characters (see resources)*
 - *Describe Stories: Plot TE p. 36a (RL.6.3)*
 - *Level Up Tutorials: Plot Stages, Plot: Sequence of Events, Conflict (see resources)*
 - *Analyze Structure: Lyric Poetry TE p. 40a (R.L6.4, RL.6.5, RL.6.6)*
 - *Cite Evidence TE p. 50a (RI.6.1)*
 - *Level Up Tutorial: Reading for Details (see resources)*
 - *Determine Central Idea and Details TE p. 58a (RI.6.2)*
 - *Level Up Tutorial: Main Idea and Supporting Details (see resources)*
 - *Interpret Information: Visual and Sound Elements TE p.62b (SL.6.2)*
- **Extend:**
 - *Describe Plot: Conflict TE p. 16a (RL.6.3)*
 - *Explain Point of View TE p. 36a (RL.6.6)*
 - *Analyze Structure: Rhyme Scheme TE p. 40a (RL.6.4, RL.6.5)*
 - *Interactive Whiteboard Lesson:*

Resources

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Interactive Whiteboard Lessons

Teacher
Resources>Interactive
Whiteboard Lesson

See below for a hyperlink

- Sound Devices in Poetry
- Word Choice and Tone

Level Up Tutorials - Analyzing Literature

Teacher Resources>Level
Up Tutorials>Analyzing
Literature

See below for a hyperlink

- Character Traits
- Character Motivation
- Making Inferences About Characters
- Plot Stages
- Plot: Sequence of Events

Standards & Benchmarks

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

Text Support

Sound Devices in Poetry (see resources)

- *Interactive Whiteboard Lesson: Write a Summary TE p. 50a (RI.6.2, W.6.2, W.6.4)*
- *Analyze: Style TE p. 58a (RI.6.4)*
 - *Interactive Whiteboard Lesson: Word Choice and Tone (see resources)*
- *Integrate Information TE p. 62a (RI.6.7)*
- *Create a podcast TE p. 62a (SL.6.4, SL.6.5)*
- *Analyze Technical Meanings TE p. 62b (RI.6.4, L.6.4a,c,d)*

Resources

- Conflict

[Level Up Tutorials - Reading Skills and Strategies](#)

Teacher Resources>Level Up Tutorials>Reading Skills & Strategies

See below for a hyperlink

- Reading for Details
- Main Idea and Supporting Details

[MediaScope](#)

Teacher Resources>MediaScope

See below for a hyperlink

[Interactive Whiteboard Lessons](#)

[Level Up Tutorials - Analyzing Literature](#)

[Level Up Tutorials - Reading Skills and Strategies](#)

[MediaScope](#)

Standards & Benchmarks

Text Support

Resources

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening

- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of
unknown and multiple-meaning words and

Standards & Benchmarks

phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Collection 2 - "Animal Intelligence," Week 1 (Week 7, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are

Text Support

COLLECTION 2-"Animal Intelligence", Week 1

ANCHOR TEXT: *"How Smart Are Animals?" TE p. 105, 180 min.*

CLOSE READER SELECTION: "Can Animals Feel and Think" TE pp. 25-28, 45 minutes

SUPPORTING TEXTS: "Animal Wisdom" (Poem) TE pp. 99-101

"The Last Wolf" (Poem) TE pp. 102, 135 minutes

SUPPORTING TEXT: "Animal Wisdom" (Poem) TE pp. 99-101

"The Last Wolf" (Poem) TE pp. 102, 135 minutes

- **Instructional Focus:** Determine Meanings of Words and Phrases TE pp. 100, 101, 102, 103 (RL.6.1, RL.6.4, L.6.5a, SL.6.1)
- **Practice & Apply:**
 - **Analyze Text TE p. 104** (RL6.1, RL6.2, RL6.4, RL6.10)
 - **Critical Vocabulary TE p. 115** (L6.4a,

Resources

Universal Access Support

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Additional Texts

Teacher Resources>

Additional Texts by

Collection>Collection 2

See below for hyperlink

- "There Was an Old Man with a Beard" by Edward Lear

Grammar Note Lessons

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Resources>Grammar Notes

Standards & Benchmarks

used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

Range of Reading and Level of Text Complexity

- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding

Text Support

L6.4c, L6.4d, L6.6)

- **Vocabulary Strategy: Verifying Word Meaning TE p. 115** (L.6.4)
- **Language Conventions: Pronoun Number TE p. 116** (L6.1c)
- **Selection-Based Performance Task: Writing Activity: Essay TE p. 104** (W.6.2a-f, W.6.4, W.6.9a)

Resources

See below for hyperlink

- Lesson 5: Using Pronoun Antecedent Agreement

 [Resource #1](#)

 [Resource #2](#)

Standards & Benchmarks

statement or section that follows from the information or explanation presented.

Text Support

Resources

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1c Recognize and correct

Standards & Benchmarks

inappropriate shifts in pronoun number and person.*

Text Support

Resources

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5a Interpret figures of speech (e.g., personification) in context.

6. Acquire and use accurately a range of general academic and domain-specific

Standards & Benchmarks

words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 2 - "Animal Intelligence," Week 2 (Week 8, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the

Text Support

COLLECTION 2-"Animal Intelligence", Week 2

ANCHOR TEXT: "The Mixer" TE pp. 73-88, 180 minutes

CLOSE READER SELECTION: "The Pod" TE pp. 19-24, 45 minutes

SUPPORTING TEXT: *(taught in week 3)*

ANCHOR TEXT: "The Mixer" TE pp. 73-88, 180 minutes

- **Instructional Focus:** Describe Character's Responses TE pp. 73, 74, 76, 78, 80, 81, 82, 84, 86, 88, 89 (RL.6.1, RL.6.3)
- **Instructional Focus:** Explain Point of View TE pp. 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 87, 89 (RL.6.1, RL.6.6)
- **Practice & Apply:**
 - **Analyze the Text** TE pp. 90 (RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10)
 - **Critical Vocabulary** TE p. 91 (L.6.4, L.6.4b, L.6.6)
 - **Vocabulary Strategy: Greek Suffixes-ize** TE p. 91 (L.6.4a, L.6.4b)
 - **Language Conventions: Intensive Pronouns** p. 92 (L.6.1b)
- **Selection-Based Performance Task:** *Writing Activity: Essay* TE p. 90 (W.6.2a-f)

Resources

Universal Access Support

coming soon in 2014-15...

Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

My.hrw.com

Grammar Note Lessons

Teacher

Resources>Grammar Notes

See below for a hyperlink

- Lesson 9: Using Pronouns Correctly
- Lesson 20: Improving Your Spelling (Suffixes)

Videos

Teacher Resources>Video

See Resource #3 below for a hyperlink

- " Modern Marvels-

Standards & Benchmarks

narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

Text Support

Resources

Dogs", 1:32

[WordSharp Vocabulary Tutor Lessons](#)

Teacher

Resources>WordSharp

Vocabulary Tutor

See below for a hyperlink

- Word Structure:
Suffixes

 [Grammar Note Lessons](#)

 [Videos](#)

 [WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1b Use all pronouns, including intensive pronouns (e.g., myself, ourselves), correctly.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension

Text Support

Resources

Standards & Benchmarks

or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 2 - "Animal Intelligence" Week 3 (Week 9, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

Text Support

COLLECTION 2-"Animal Intelligence", Week 3

ANCHOR TEXT: *(taught in week 2)*

CLOSE READER SELECTION: "Bats!" TE pg. 128c, 45 minutes

SUPPORTING TEXTS: "Tribute to the Dog"-(Speech) TE pp. 93-94, 45 minutes; "Animal Snoops": The Wondrous World of Wildlife"(Informational Text) TE pp. 117-124, 180 min

SUPPORTING TEXT: "Tribute to the Dog" (Speech) TE pp. 93-94, 45 minutes

- **Instructional Focus:**
 - **Trace and evaluate an argument TE pp. 93, 94, 95,** (RI.6.1, RI.6.5, RI.6.8)
 - **Analyze Language TE p. 94** (RI.6.1, RI.6.4)
 - **Analyze the Meanings of Words and Phrases TE p. 95** (RI.6.4)
- **Practice & Apply:**
 - **Analyzing the Text TE p. 96** (RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.8)
 - **Critical Vocabulary TE p. 97** (L.6.4, L.6.4C, L.6.6)
 - **Vocabulary Strategy: Using Print or Digital Dictionary TE p. 97** (L.6.4a, L.6.4c)
 - **Language Convention: Capitalization TE p. 128** (L.6.2)

Selection-Based Performance Task: *Speaking Activity: Discussion TE p. 96 (SL.6.1, SL.6.1a, SL.6.4)*

Resources

Universal Access Support

coming soon in 2014-15...

Teaching Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

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Grammar Note Lessons

Teacher
Resources>Grammar Notes
See below for hyperlink

- Lesson 14:Using Capital Letters

MediaScope

Teacher
Resources>MediaScope
See below for hyperlink

WordSharp Vocabulary Tutor Lessons

Teacher
Resources>WordSharp Vocabulary Tutor
See below for hyperlink

- Using Resources

Grammar Note Lessons

Standards & Benchmarks

- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

Text Support

SUPPORTING TEXT: "Animal Snoops: The Wondrous World of Wildlife" (Informational Text) TE pp. 117-124, 180 min

Instructional Focus:

- **Analyze Text: Anecdote TE pp. 117, 118, 119, 120, 121, 122, 123, 125** (RI.6.1, RI.6.3, RI.6.4)
- **Integrate Information TE pp. 117, 119, 120, 121, 125** (RI.6.4, RI.6.5, RI.6.7)
- **Analyze Structure p. 118** (RI.6.1, RI.6.5)

Practice & Apply:

- **Analyze the Text TE p. 126** (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7)
- **Critical Vocabulary TE p. 127** (L.6.4c, L.6.5, L.6.6)
- **Vocabulary Strategy: Synonyms TE p. 127** (L.6.5)

Selection-Based Performance Task: *Media Activity: Presentation, TE p. 126* (W.6.2, W.6.7, SL.6.5)

Resources



[WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

Text Support

Resources

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2 Demonstrate command of

Standards & Benchmarks

the conventions of standard English capitalization, punctuation, and spelling when writing.

Text Support

Resources

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standards & Benchmarks

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 2 - "Animal Intelligence" (Per. Task)

(Week 10, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

Text Support

COLLECTION 2-"Animal Intelligence", Week 4 **Performance Task A: Write a Literary Analysis TE p. 129** (W.6.2a-f, W.6.4, W.6.5, W.6.9a, W.6.10)

Resources

Universal Access Support
coming soon in 2014-15...
Teaching
Resources/Documents
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Professional Development
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Standards & Benchmarks

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Range of Writing

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Text Support

Resources

[Collection 2 -
Assess/Reteach/Extend](#)
(Week 11, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

[COLLECTION 2 "Animal Intelligence", Week 5 -
Assess/Reteach/Extend](#)
Administer Common Assessment 2
Choose 3 days of lessons from the following choices

[Universal Access Support](#)
coming soon in 2014-15...
[Teaching](#)
[Resources/Documents](#)

Standards & Benchmarks

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Text Support

based on student needs:

Reteach:

- *Explain Narrator and Point of View TE p. 92a (RL.6.6)*
 - *Level Up Tutorials: Point of View, Third-Person Point of View, Narrator and Speaker (see resources)*
- *Trace Elements of an Argument TE p. 98a (RI.6.8)*
 - *Level Up Tutorials: Elements of an Argument, Analyzing Arguments, Evidence, Persuasive Techniques (see resources)*
- *Summarize Text TE p. 116a (RI.6.2)*
 - *Level Up Tutorial: Summarizing (see resources)*
- *Analyze Text: Anecdote TE p. 128a (RI.6.3)*

Extend:

- *Analyze Language: Irony TE p. 92a (RL.6.1)*
- *Persuasive Techniques TE p. 98a (RI.6.4)*
- *Analyze Structure: Poetry TE p. 104a (RL.6.5)*
- *Determine Meanings: Imagery TE p. 104a (RL.6.4)*
 - *Interactive Whiteboard Lessons: Determine Meanings: Imagery (see resources)*
- *Draw Conclusions TE p. 116a (RI.6.1, RI.6.2)*
- *Taking Notes TE p. 128a (RI.6.1, RI.6.4)*

Resources

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

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Interactive Whiteboard Lessons

Teacher

Resources>Interactive
Whiteboard Lessons

See below for hyperlink

- Determine
Meanings: Imagery

**Level Up Tutorials -
Analyzing Literature**

Teacher Resources>Level
Up Tutorials>Analyzing
Literature

See below for hyperlink

- Point of View
- Third-Person Point of
View
- Narrator and
Speaker

**Level Up Tutorials -
Analyzing Informational
Text**

Teacher Resources>Level
Up Tutorials>Analyzing
Informational Text

See below for hyperlink

- Elements of an
Argument
- Analyzing Arguments
- Evidence
- Persuasive
Techniques

Level Up Tutorials -

Standards & Benchmarks

- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Collection 3 - "Dealing with Disaster" Week 1 (Week 12, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

Text Support

COLLECTION 3 "Dealing with Disaster", Week 1
ANCHOR TEXT: *"A Night To Remember" TE pp. 185-192, 180 mins*
CLOSE READER SELECTION: **"On the Titanic Defined by what they Wore" (Newspaper Article), TE pp. 196b-196g (student pages 53-60), 45 minutes**
"There Will Come Soft Rains" TE pp. 184b-184i (student pages 43-52), 45mins
SUPPORTING TEXT: from **"After the Hurricane" (Poem) TE pp. 157-164; "Watcher, After Katrina, 2005" (Poem) TE pp. 166-167, 135 minutes**
"The Banana Tree" (Poem) TE pp. 171-180, 180 minutes
SUPPORTING TEXT: from **"After the Hurricane" (Poem) TE pp. 157-164; "Watcher, After Katrina, 2005" (Poem) TE pp. 166-167, 135 minutes**

- Instructional Focus:**
 - Analyze Structure TE pp. 158, 160, 161, 163, 165** (RL.6.1, RL.6.4, RL.6.5)
 - Point of View TE pp. 158, 162, 164**

Resources

Reading Skills and Strategies

Teacher Resources>Level Up Tutorials>Reading Skills & Strategies

See below for hyperlink

- Summarizing

Interactive Whiteboard Lessons

Level Up Tutorials - Analyzing Literature

Level Up Tutorials - Analyzing Informational Text

Level Up Tutorials - Reading Skills and Strategies

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Teaching Resources/Documents

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Additional Texts

Teacher Resources>

Additional Texts by

Collection>Collection 3

See below for hyperlink

- "The Story of an Eyewitness" by Jack London
- from "Snowbound A Winter Idyll" by John Greenleaf Whittier

Standards & Benchmarks

- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Collection 3 - "Dealing with Disaster" Week 2 (Week 13, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language

Text Support

(RL.6.1, RL.6.6)

- **Practice & Apply: Analyzing the Texts, TE pp. 170** (RL.6.1, RL.6.4, RL.6.5, RL.6.6, RL.6.9)
- **Selection-Based Performance Task: Writing Activity: Poem, TE p. 170 (W.6.3d)**

SUPPORTING TEXT: "Watcher, After Katrina, 2005" (Poem) TE pp. 166-167

- **Instructional Focus: Analyze Structure, TE pp. 166, 167, 168** (RL.6.1, RL.6.5)
- **Practice & Apply: Analyzing the Texts, TE pp. 170** (RL.6.1, RL.6.4, RL.6.5, RL.6.6, RL.6.9)
- **Selection-Based Performance Task: Writing Activity: Poem, p. 170 (W.6.3d)**

COLLECTION 3 "Dealing with Disaster", Week 2

ANCHOR TEXT: "Mammoth Shakes and Monster Waves" TE pp. 139-152, 225mins

CLOSE READER: "Moby Duck" TE pp. 156b-156g, (student pages 37-42), 45mins

SUPPORTING TEXTS: "The Banana Tree", TE pp. 171-180, 180 minutes

ANCHOR TEXT: "Mammoth Shakes and Monster Waves" TE pp. 139-152, 225mins

- **Instructional Focus:**
 - **Determine Meaning: Technical Language TE pp. 139, 140, 144, 152, 153** (RI.6.1, RI.6.4)
 - **Cause and Effect: Organization TE pp. 140, 141, 143, 145, 146, 147, 148, 149,**

Resources

- from "The Diary of Samuel Pepys, The Great London Fire, 1666" by Samuel Pepys
- from "Robinson Crusoe" by Daniel Defoe (This text is under "Collection 4)

Videos

Teacher Resource>Video
See below for hyperlink

- "Titanic at 100: Mystery Solved", 5:03 min.



Additional Text Support: Universal Access Support

coming soon in 2014-15...

Teaching Resources/Documents

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Professional Development

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Grammar Note Lessons

Teacher

Resources>Grammar Notes

See below for hyperlink

- Lesson 5:Using

Standards & Benchmarks

standards 4–6 for additional expectations.) CA

- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Range of Reading and Level of Text Complexity

- RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Text Support

150, 151, 153 (RI.6.1, RI.6.5)

- Integrate Information p. 142** (RI.6.7)
- Practice & Apply:**
 - Analyzing the Text TE p. 154** (RI.6.1, RI.6.4, RI.6.5, RI.6.7, RI.6.10)
 - Critical Vocab TE p. 55** (L.6.4a, L.6.4b)
 - Vocab Strategy: Greek Affixes TE p. 155** (L.6.6)
 - Language Conventions: Shifts in Pronoun Person TE p. 156** (L.6.1c)
- Selection-Based Performance Task: Speaking Activity: Discussion TE p. 154** (SL.6.1a-d, SL.6.5)

Resources

Pronouns Correctly

[WordSharp Vocabulary Tutor Lessons](#)

Teacher

Resources>WordSharp
Vocabulary Tutor

See below for hyperlink

- Word Structure:
Greek and Anglo-
Saxon Roots

 [Grammar Note Lessons](#)

 [WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of
unknown and multiple-meaning words and
phrases by using context clues, analyzing
meaningful word parts, and consulting
general and specialized reference
materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b Use common, grade-appropriate Greek or Latin affixes

Text Support

Resources

Standards & Benchmarks

and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 3 - "Dealing with Disaster" (Per. Task)

(Week 14, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative,

Text Support

COLLECTION 3 "Dealing with Disaster", Week 3 Performance Task A: Create a Multimedia Presentation TE pp. 201-204 (W.6.8, SL.6.4, SL.6.5, SL.6.6)

Resources

Universal Access Support

coming soon in 2014-15...

Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

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Interactive Whiteboard Lessons

Teacher

Resources>Interactive
Whiteboard Lessons

See below for hyperlink

- Cite Evidence in a Presentation TE p. 200b

Standards & Benchmarks

informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Collection 3 - Assess/Reteach/Extend (Week 15, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

Text Support

COLLECTION 3 "Dealing with Disaster", Week 4 - Assess/Reteach/Extend

Administer Common Assessment 3

Choose 3 days of lessons from the following choices based on student needs:

Reteach:

- *Cause and Effect TE p. 156a (RI.6.5)*
 - *Level Up Tutorial (see resources)*
- *Compare Poetic Forms TE p. 170a (RL.6.5)*
 - *Level Up Tutorial: Elements of Poetry (see resources)*
 - *Interactive Whiteboard: Compare Poetic Forms (see resources)*
- *Determine Meaning: Figurative Language TE p. 184a (RL.6.4, L.6.5a)*
 - *Level Up Tutorial: Figurative Language (see resources)*
- *Analyze Meaning: Style TE p. 196a (RI.6.4)*
 - *Level Up Tutorials: Author's Style, Tone,*

Resources

Videos

Teacher Resources>Video
See below for hyperlink

- "The Science of Tsunamis", 2:53

 [Interactive Whiteboard Lessons](#)
 [Videos](#)

Universal Access Support

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Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

My.hrw.com

Interactive Whiteboard Lessons

Teacher
Resources>Interactive
Whiteboard Lessons

See below for hyperlink

- Compare Poetic Forms
- Participating in Collaborative Discussions

Standards & Benchmarks

- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing
Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific

Text Support

Imagery (see resources)

- *Create A Written Outline TE p. 200a (W.6.4, W.6.7)*

Extend:

- *Discussion Etiquette TE p. 156a (SL.6.1a-d)*
 - *Interactive Whiteboard Lesson: Participating in Collaborative Discussions (see resources)*
- *Analyze Structure: Meter TE p. 170a (RL.6.4, RL.6.5)*
- *Draw Conclusions TE p. 184a (RL6.1)*
- *Formulate Research Questions TE p. 196a*
 - *Interactive Whiteboard Lesson: Doing Research on the Web (see resources)*

Point of View Shots TE p. 200a (RI.6.7, SL.6.2)

Resources

- Doing Research on the Web

[Level Up Tutorials - Analyzing Literature](#)

Teacher Resources>Level Up Tutorials>Analyzing Literature

See below for hyperlink

- Cause and Effect
- Elements of Poetry
- Determine Meaning of Figurative Language
- Author's Style
- Tone
- Imagery

[WordSharp Vocabulary Tutor Lessons](#)

Teacher Resources>WordSharp Vocabulary Tutor

See below for hyperlink

- Literal and Figurative Meanings

[Interactive Whiteboard Lessons](#)

[Level Up Tutorials - Analyzing Literature](#)

[WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

expectations for writing types are defined in standards 1–3 above.)

Text Support

Resources

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or

Standards & Benchmarks

issue under study.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5a Interpret figures of speech (e.g., personification) in context.

Novel Unit 1

(Week 16, 3 Weeks)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing
Text Types and Purposes

- W.6.1 Write arguments to support claims with clear reasons and

Text Support

Novel Unit #1 - 3 Weeks

Novel: Choose one novel from the following list:

- Julie of the Wolves
- Cave of the Moving Shadows
- The Halloween Tree
- Homeless Bird
- Chu Ju House

Purpose of Unit:

- **Students will be able to analyze characterization**
- **Students will be able to analyze character motivation and how it advances the plot**

Learning Plan:

- **Analyze Characterization** (RL.6.1, RL.6.3, W.6.1, W.6.2)
- **Trace Plot Development** (RL.6.1, RL.6.3, RL.6.5)

Evidence of Learning:

- **Compare and Contrast of multiple characters (traits, motivation, evolution, influence on plot)**
- **Written analysis of the development of one character over the course of the novel**
- **Plot Mountain that traces the development of characters as a parallel to major events in the**

Resources

Universal Access Support
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Teaching

Resources/Documents

See below for [Journal Prompts/Text Dependent Questions and Graphic Organizers](#)

Professional Development
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See below list of [Level-Up Tutorials](#)

 [Journal Prompts & Text Dependent Questions for Characterization.doc](#)

 [Graphic Organizers to Teach Characterization.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Level-Up Tutorial: Short Stories and Novels](#)

 [Level-Up Tutorial: Plot Stages](#)

 [Level-Up Tutorial: Plot:](#)

Standards & Benchmarks

relevant evidence.

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Collection 4 - "Making Your Voice Heard" Week 1

(Week 19, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

Text Support

novel

***See documents under [Resources](#) for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning**

COLLECTION 4 "Making Your Voice Heard", Week 1

ANCHOR TEXT: *None*

CLOSE READER SELECTION: "What Do Fish Have to Do with Anything?" TE pp. 240b-240k, (student pp. 69-84), 45mins

SUPPORTING TEXTS: "A Voice" (Poem) p. 241, "Words Like Freedom" (Poem) TE p. 241, 135mins, "Eleven" (Short Story) TE pp. 233-240

SUPPORTING TEXT: "A Voice" (Poem) p. 241, "Words Like Freedom" (Poem) p. 241, 135mins

Instructional Focus:

- Figurative Language** TE pp. 242, 243, 245 (RL.6.1, RL.6.4)
- Tone** TE pp. 242, 243, 244, 245 (RL.6.1, RL.6.4)

Practice & Apply: Analyzing The Text TE p. 238 (RL.6.1, RL.6.3, RL.6.4)

Resources

Sequence of Events

 [Level-Up Tutorial: Conflict](#)

 [Level-Up Tutorial: Setting](#)

 [Level-Up Tutorial: Setting: Effect on Plot](#)

 [Level-Up Tutorial: Setting and Mood](#)

 [Level-Up Tutorial: Methods of Characterization](#)

 [Level-Up Tutorial: Character Traits](#)

 [Level-Up Tutorial: Character Motivation](#)

 [Level-Up Tutorial: Characters and Conflict](#)

 [Level-Up Tutorial: Making Inferences About Characters](#)

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Resources/Documents

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Additional Texts

Teacher Resources>

Additional Texts by

Collection>Collection 4

See below for hyperlink

- "Barbara Frietchie" by John Greenleaf Whittier

 [Additional Texts](#)

Standards & Benchmarks

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Collection 4 - "Making Your Voice Heard" - Week 2

(Week 20, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

Text Support

Selection-Based Performance Task: *Writing Activity:*
Poem TE p. 246 (W.6.3d)

COLLECTION 4 "Making Your Voice Heard", Week 2

ANCHOR TEXT: "Wild Animals Aren't Pets" (Editorial)
p223-226; "Let People Own Exotic Animals"
(Commentary) TE pp. 227-232, 90 mins

CLOSE READER SELECTION: "Views on Zoos"
(Informational Text) TE pp. 232b-232g (student pp. 63-68), 45mins

SUPPORTING TEXTS: *None*

ANCHOR TEXT: "Wild Animals Aren't Pets" (Editorial)
TE pp. 223-226

- **Instructional Focus:**
 - **Trace and Evaluate an Argument TE pp. 223, 224, 225, 226** (RI.6.1, RI.6.8)
- **Practice and Apply:**
 - **Analyzing the Text TE p. 226** (RI.6.1, RI.6.2, RI.6.5, RI.6.8)

ANCHOR TEXT: "Let People Own Exotic Animals"
(Commentary) TE pp. 227-232

- **Instructional Focus:**
 - **Trace and Evaluate an Argument TE p. 227** (RI.6.8, RI.6.1)

Resources

Universal Access Support
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Professional Development
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WordSharp Vocabulary
Tutor Lessons

Teacher
Resources>WordSharp
Vocabulary Tutor
See below for hyperlink

- Denotative and
Connotative Meaning

 **WordSharp Vocabulary**
Tutor Lessons

Standards & Benchmarks

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing
Text Types and Purposes

- W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of

Text Support

- **Compare and Contrast Arguments TE pp. 228, 230** (RI.6.1,RI.6.4,RI.6.8,RI.6.9)
- **Analyze Language: Loaded Language TE p. 227, 228** (RI.6.4)
- **Practice and Apply:**
 -
 - **Analyze the Text TE p. 229** (RI.6.1, RI.6.2, RI.6.3, RI.6.4)
 - **Analyze the Text TE p. 230** (RI.6.1, RI.6.2,RI.6.4,RI.6.6,RI.6.8,RI.6.9)
 - **Critical Vocabulary TE p. 231** (L.6.4a)
 - **Analogies p231** (L.6.5b, L.6.6)
 - **Language Conventions: Spell Words Correctly TE p. 232** (L6.2b)
- **Selection-Based Performance Task: Writing Activity: Opinion Essay TE p. 230** (W.6.1a-b, W.6.7, W.6.9b)

Resources

Standards & Benchmarks

the topic or text.

Text Support

Resources

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

CA: CCCS: English Language Arts 6–12,

CA: Grade 6, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2b Spell correctly.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word

Standards & Benchmarks

meanings.

- L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 4 - "Making Your Voice Heard" Week 3

(Week 21, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or

Text Support

COLLECTION 4 "Making Your Voice Heard", Week 3

ANCHOR TEXT: "My Wonder Horse" (Short Story) TE pp. 211-218, 135mins

CLOSE READER: None

SUPPORTING TEXT: None

- **Instructional Focus:**
 - **Determining Theme TE p. 211, 213, 218, 219** (RL.6.1, RL.6.2, RL.6.4)
 - **Conflict TE p. 212, 213, 215, 216, 219** (RL.6.1, RL.6.3, RL.6.5)
 - **Analyzing Language TE p. 214** (RL.6.1, RL.6.3, RL.6.4, L6.5a)
- **Practice & Apply:**
 - **Analyzing the Text TE p. 220** (RL. 6.1,

Resources

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Grammar Note Lessons

Teacher

Resources>Grammar Notes

See below for hyperlink

- Lesson 13:
Understanding

Standards & Benchmarks

judgments.

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a

Text Support

RL.6.2, RL.6.3, RL.6.4, RL.6.5)

- **Critical Vocabulary TE p. 221** (L.6.4a, L.6.4d)
- **Vocabulary Strategy: Interpret Figures of Speech in Context TE p. 221** (L.6.5a, L.6.6)
- **Language Conventions: Improving Expression TE p. 222** (L.6.1.e)
- **Selection-Based Performance Task: Writing Activity: Informative Essay TE p.220** (W.6.2, W.6.6, W.6.7)

Resources

Usage (Formal and Informal English)

[Wordsharp Vocabulary Tutor Lessons](#)

Teacher

Resources>WordSharp Vocabulary Tutor

See below for hyperlink

- Literal and Figurative Meaning

[Grammar Note Lessons](#)

[WordSharp Vocabulary Tutor Lessons](#)

Standards & Benchmarks

minimum of three pages in a single sitting.

Text Support

Resources

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or

Standards & Benchmarks

in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5a Interpret figures of speech (e.g., personification) in context.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 4 - Making Your Voice Heard (Per. Task)

(Week 22, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing
Text Types and Purposes

- W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- RI.6.1c Use words, phrases, and clauses to clarify the relationships

Text Support

COLLECTION 4 "Making Your Voice Heard", Week 4- Performance Task

Performance Task A : Present an Argument in a Speech
TE pp. 247-250 (W.6.1a-e, W.6.5,W.6.8,W.6.10,SL.6.3,
SL.6.4)

Resources

Universal Access Support

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Standards & Benchmarks

- among claim(s) and reasons.
- RI.6.1d Establish and maintain a formal style.
 - RI.6.1e Provide a concluding statement or section that follows from the argument presented.
 - W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
 - W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Range of Writing

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening

- SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are

Text Support

Resources

Standards & Benchmarks

supported by reasons and evidence from claims that are not.

Text Support

Resources

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Collection 4 - Assess/Reteach/Extend (Week 23, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature

- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for

COLLECTION 4 "Making Your Voice Heard", Week 5 - Assess/Reteach/Extend

Administer Common Assessment 4

Choose 3 days of lessons from the following choices based on student needs:

Reteach:

- *Determining Theme TE p.222a (RL.6.2)*
 - *Level Up Tutorial: Theme (see resources)*
- *Compare and Contrast Arguments TE p.332a (RI.6.8, RI.6.9)*
- *Analyze Style TE p. 240a (RL.6.4)*
 - *Level Up Tutorial: Author's Style (see resources)*
- *Determine Meaning: Imagery TE p. 246a (RL.6.4)*
 - *Interactive Whiteboard Lesson: Determine Meaning: Imagery (see resources)*
- *Determining Meaning: Figurative Language TE p. 246b (RL.6.4)*
 - *Level Up Tutorial: Figurative Language (see resources)*

Extend:

- *Explain Point-of-View and Narrator TE p. 222a (RL.6.6)*

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Interactive Whiteboard Lessons

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Resources>Interactive Whiteboard Lessons

See below for hyperlink

- Analyze Style
- Determine Meaning: Imagery
- Explain Point of View and Narrator
- Characterization
- Determine Theme

Level Up Tutorials - Analyzing Literature

Teacher Resources>Level

Standards & Benchmarks

additional expectations.) CA

- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text

- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Novel Unit 2

(Week 24, 3 Weeks)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or

Text Support

- *Interactive Whiteboard Lesson: Explain Point of View and Narrator (see resources)*
- *Paraphrase p.232a (RI.6.2)*
- *Characterization TE p. 240a (RL.6.3)*
 - *Interactive Whiteboard Lesson: Characterization (see resources)*
- *Analyze Style TE p. 246a (RL.6.4)*
- *Determine Theme TE p.246b (RL.6.2)*
 - *Interactive Whiteboard Lesson: Determine Theme (see resources)*

Resources

Up Tutorials>Analyzing Literature

See below for hyperlink

- Theme
- Author's Style
- Figurative Language

 [Interactive Whiteboard Lessons](#)

 [Level Up Tutorials - Analyzing Literature](#)

Novel Unit #2 - 3 Weeks

Novel: Choose from the following list of novels:

- A Wrinkle in Time
- The Egypt Game
- Esperanza RisingG
- Golden Goblet
- Pictures of Hollis Woods
- Greek Myths and Legends

Purpose of Unit:

- **Students will be able to identify and analyze theme**

Universal Access Support

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Teaching Resources/Documents

See below for Journal Prompts / Text Dependent Questions and Graphic organizers

Professional Development

coming soon in 2014-15...

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See below list of Level-Up Tutorials

 [Journal Prompts & Text Dependent Questions for](#)

Standards & Benchmarks

judgments.

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing
Text Types and Purposes

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Collection 5 - "Decisions That Matter" Week 1 (Week 27, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is

Text Support

- Students will be able to analyze characters' influence on the plot
- Students will be able to identify elements of plot

Learning Plan:

- **Analyze Theme** (RL.6.1, RL.6.2, W.6.1, W.6.2)
- **Trace Plot Development** (RL.6.1, RL.6.3, RL.6.5)
- **Write a Response to Literature Essay** (W.6.1, W.6.2)

Evidence of Learning:

- **Written interpretation of theme of the novel**
- **Plot Mountain**
- **Response to Literature Essay**

***See documents under Resources for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning**

COLLECTION 5 "Decisions That Matter", Week 1

ANCHOR TEXT: None

CLOSE READER SELECTION: "The Light-Ah! The Light" (poem) TE p. 292c, 45 minutes

SUPPORTING TEXTS: "The Road Not Taken" (poem) TE p. 281, 45 minutes; "Paul Reveres Ride" (poem) TE p. 285, 45 minutes, "The First Day of School" (Short Story) TE pg. 271

SUPPORTING TEXT: "The Road Not Taken" TE p. 281

- **Instructional Focus:**

Resources

[THEME.docx](#)

 [Graphic Organizers to Teach Theme.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Level-Up Tutorial: Theme](#)

 [Level-Up Tutorial: Universal and Recurring Themes](#)

 [Level-Up Tutorial: Plot Stages](#)

 [Level-Up Tutorial: Plot: Sequence of Events](#)

 [Level-Up Tutorial: Conflict](#)

 [Level-Up Tutorial: Setting](#)

 [Level-Up Tutorial: Setting: Effect on Plot](#)

 [Level-Up Tutorial: Setting and Mood](#)

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Teaching

Resources/Documents
coming soon in 2014-15...

Professional Development
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Additional Texts

Teacher Resources >
Additional Texts by

Standards & Benchmarks

conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- RL.6.9 Compare and contrast texts

Text Support

- **Analyze Structure TE pp. 281, 282, 283** (RL.6.1, RL.6.4, RL.6.5)
- **Determine Theme TE pp. 282, 283** (RL.6.2, RL.6.4)
- **Practice & Apply: Analyzing the Text TE p. 284** (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10)
- **Selection-Based Performance Task: Speaking Activity: Discussion TE p. 284 (SL.6.1a, SL.6.1B, SL.6.1d)**

SUPPORTING TEXT: "Paul Revere's Ride" (poem) TE p. 285, 45 minutes

- **Instructional Focus:**
 - **Analyze Structure TE pp. 285, 286, 287, 289, 290, 291** (RL.6.1, RL.6.5)
 - **Analyze Meaning: Mood TE p. 286** (RL.6.1, RL.6.4)
 - **Describe Stories: Plot TE p. 287** (RL.6.1, RL.6.3)
 - **Compare and Contrast: Stories and Poems TE p. 288** (RL.6.1, RL.6.9)
- **Practice & Apply:**
 - **Analyze the Text TE p. 292** (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5)
 - **Speaking and Listening TE p. 292** (RL.6.7, SL.6.1)
- **Selection-Based Performance Task: Writing Activity: TE p. 292 (W.6.2a-f, W.6.4, W.6.9, W.6.10)**

Resources

Collection>Collection 5
See below for hyperlink

- "A Psalm of Life" by Henry Wadsworth Longfellow
- "Lucinda Matlock" by Edgar Lee Masters

Videos

Teacher Resources>Video
See below for hyperlink

- "Paul Revere", 1:12 minutes

 [Additional Texts](#)
 [Videos](#)

Standards & Benchmarks

in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Text Support

Resources

Range of Reading and Level of Text Complexity

- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.2a Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows

Standards & Benchmarks

from the information or explanation presented.

Text Support

Resources

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue

Standards & Benchmarks

to probe and reflect on ideas under discussion.

- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Text Support

Resources

Collection 5 - "Decisions That Matter" Week 2 (Week 28, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional

COLLECTION 5 "Decisions That Matter", Week 2

ANCHOR TEXT: None

CLOSE READER SELECTION: None

SUPPORTING TEXTS: "On Doomed Flight, Passengers Vowed to Perish Fighting" (News Article) TE p. 293; "Memorial Is Unveiled for Heroes of Flight 93" (TV Newscast) TE p. 300, 135 minutes

SUPPORTING TEXT: "On Doomed Flight, Passengers Vowed to Perish Fighting" (News Article) TE p. 293

- **Instructional Focus:**
 - **Analyze Text** TE pp. 294, 295, 298 (RI.6.1, RI.6.3)
 - **Analyze Structure** TE pp. 294, 297 (RI.6.1, RI.6.3, RI.6.5)
 - **Analyze Meaning** TE p. 295 (RI.6.1, RI.6.4)
 - **Integrate Information** TE p. 296 (RI.6.1, RI.6.7)
 - **Make Inferences** TE p. 296 (RI.6.1)
- **Practice & Apply:**
 - **Analyze Structure** TE p. 299 (RI.6.2, RI.6.3, RI.6.5, RI.6.7)
 - **Analyzing the Media** TE p. 299 (RI.6.2, RI.6.3, RI.6.5, RI.6.7)
- **Selection-Based Performance Task: Media Activity**

SUPPORTING TEXT: "Memorial Is Unveiled for Heroes

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MediaScope

Teacher

Resources>MediaScope

See below for hyperlink

 MediaScope

Standards & Benchmarks

expectations.) CA

- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

Text Support

of Flight 93" (TV Newscast) TE p. 300

- **Instructional Focus:** None
- **Practice & Apply:**
 - **Interpret Information TE p. 301** (SL.6.2)
 - **Analyzing the Media TE pg. 301**, (SL.6.2)
 - **Integrate Information TE pg. 302** (RI.6.7, SL.6.2)
 - **Analyzing the Media TE pg. 302** (RI.6.7, SL.6.1, SL.6.2, SL.6.4, SL.6.5, W.6.8)
- **Selection-Based Performance Task:** *Media Activity: Commentary TE p. 302* (W.6.6, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5)

Resources

Standards & Benchmarks

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Collection 5 - "Decisions That Matter" Week 3 (Week 29, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences

Text Support

COLLECTION 5 "Decisions That Matter", Week 3

ANCHOR TEXT: "*from It Worked for Me*": In Life and Leadership (Memoir) TE p. 253; "Military Leader" (Biography) TE p. 260, 180 minutes

CLOSE READER SELECTION: "Community Hero: Chief Wilma Mankiller" (Biography) TE p. 270c; "from Every Day is a New Day" (Autobiography) TE p. 270e, 45

Resources

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Teaching Resources/Documents

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Standards & Benchmarks

drawn from the text.

- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent

Text Support

minutes

SUPPORTING TEXTS: None

ANCHOR TEXT: "from *It Worked for Me*": In Life and Leadership (Memoir) TE p. 253

- **Instructional Focus: Analyze Text: Memoir TE pp.253, 254, 255, 256, 257, 258** (RI.6.1, RI.6.2, RI.6.3)
- **Practice & Apply: Analyze Text:**
 - **Memoir TE p. 259** (RI.6.3)
 - **Analyzing the Text TE p. 259** (RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.10)
- **Selection-Based Performance Task: Speaking Activity: Speech TE p. 268** (W.6.9b, SL.6.5, SL.6.6)

ANCHOR TEXT:"Military Leader"(Biography) TE p. 260

- **Instructional Focus:**
 - **Analyze Text: Biography TE pp. 260, 261, 262, 263, 264, 266** (RI.6.1, RI.6.3, RI.6.5)
 - **Compare and Contrast: Biography and Memoir TE pp. 263, 265**
- **Practice & Apply:**
 - **Analyzing the Texts TE p. 268** (RI.6.3, RI.6.6, RI.6.7, RI.6.9)
 - **Critical Vocabulary TE p. 269** (L.6.4a, L.6.5b, L.6.6)
 - **Vocabulary Strategy: Analogies TE p. 269** (L.6.5b)
 - **Language Conventions: Correct Vague Pronouns TE p. 270** (L.6.1d)
- **Selection-Based Performance Task: Speaking Activity: Speech TE p. 268** (W.6.9b, SL.6.4, SL.6.6)

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Standards & Benchmarks

understanding of a topic or issue.

- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

- RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate

Text Support

Resources

Standards & Benchmarks

volume, and clear pronunciation.

- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Language
Conventions of Standard English
1. Demonstrate command of the
conventions of standard English grammar
and usage when writing or speaking.

- L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word

Text Support

Resources

Standards & Benchmarks

Text Support

Resources

meanings.

- L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Collection 5 - "Decisions That Matter" (Per. Task)

(Week 30, 1 Week)

CA: CCCS: English Language Arts 6–12,

CA: Grade 6, Writing

Text Types and Purposes

- W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- RI.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

COLLECTION 5 "Decisions That Matter"

Performance Task 5: Write an Opinion Essay TE p. 307

(W.6.1a-e, W.6.4, W.6.5, W.6.9b, W.6.10)

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Standards & Benchmarks

- RI.6.1d Establish and maintain a formal style.
- RI.6.1e Provide a concluding statement or section that follows from the argument presented.

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

Text Support

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Standards & Benchmarks

purposes, and audiences.

Collection 5 - Assess/Reteach/Extend (Week 31, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting,

Text Support

COLLECTION 5 "Decisions That Matter"- Assess/Reteach/Extend

Administer Common Assessment 5

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
- *Compare and Contrast Memoir and Biography TE p. 270a (RI.6.9)*
- *Determine Meaning: Mood TE p. 280 a (RL.6.4)*
 - *Level Up Tutorial - Mood*
- *Determine Theme TE p. 284a (RL6.2, RL.6.4)*
 - *Level Up Tutorial - What is Theme?*
- *Integrate Information TE p. 302b (RI.6.7)*
- **Extend:**
- *Analyze Tone TE p. 270a (RI.6.1, RI.6.4, RL.6.4)*
 - *Interactive Whiteboard Lesson*
- *Analyze Structure: Foreshadowing TE p. 280a (RL.6.1, RL.6.3, RL.6.5)*
- *Determine Meaning: Imagery TE p. 284a (RL.6.4)*
 - *Interactive Whiteboard Lesson*
- *Evaluate Sources TE p. 302a (RI.6.7, W.6.8, SL.6.2)*
- *Draw Conclusions TE p. 302a (RI.6.1)*
- *Citing Textual Evidence TE p. 302b (RI.6.1)*
 - *Interactive Whiteboard Lesson*

Resources

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Interactive Whiteboard Lessons

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Resources>Interactive
Whiteboard Lessons

See below for hyperlink

- Analyze Tone
- Citing Textual Evidence

Level Up Tutorials

Teacher Resources>Level
Up Tutorials>Analyzing
Literature

See below for hyperlink

- Mood
- What is Theme?

Interactive Whiteboard Lessons

Level Up Tutorials - Analyzing Literature

Standards & Benchmarks

Text Support

Resources

or plot.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

Standards & Benchmarks

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening

- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Collection 6 - "What Tales Tell" Week 1 (Week 32, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of

Text Support

COLLECTION 6 "What Tales Tell", Week 1

ANCHOR TEXT: *from Black Ships Before Troy: The Story of the Iliad (Greek Myth)*, pgs. 313-326, 225 minutes

CLOSE READER SELECTION: *Medusa's Head* TE pgs. 330b-330i, *Medusa (poem)* TE pp. 330i-300k, 45 minutes
SUPPORTING TEXTS: *The Apple of Discord (poem)* TE pp. 331-332, 90 minutes

- **Instructional Focus:**
 - **Compare & Contrast Genres** pp. 331, 332, 333 (RL.6.1, 6.9)
- **Practice & Apply:**
 - **Analyzing Text** TE p. 334 (RL.6.1, 6.2, 6.4, 6.5, 6.6, 6.9, 6.10)
- **Selection-Based Performance Task:** *Speaking Activity: Speech* TE pg. 334 (SL.6.4, 6.6)

SUPPORTING TEXTS: *Yeh-Shen: Cinderella Story* TE pp. 335-340, 135 minutes

- **Instructional Focus:**
 - **Describe Stories: Folk Tales** TE pp. 335, 336, 338, 339, 340, 341 (RL.6.1, 6.2)
 - **Foreshadowing** TE pp. 337, 338, 341 (RL.6.1, 6.3, 6.5)
- **Practice & Apply:**

Resources

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Additional Texts

Teacher Resources>
Additional Texts by
Collection>Collection 6
See below for hyperlink

- "The Walrus and the Carpenter" by Lewis Carroll
- "Meeting at Night" by Robert Browning
- "Robin Hood and the Three Squires"- Anonymous
- "The Rime of the Ancient Mariner" by Samuel Taylor

Standards & Benchmarks

words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or

Text Support

- **Analyzing Text TE p. 342** (RL.6.1, 6.2, 6.3, 6.5, 6.9)
- **Critical Vocabulary TE p. 343** (L.6.4a, L.6.4c, L.6.6)
- **Vocabulary Strategy: Using a Glossary TE p. 343** (L.6.4c)
- **Language Conventions: Spell Words Correctly TE p. 344** (L.6.2b)
- **Selection-Based Performance Task: Writing: Narrative TE p. 342** (W.6.3a-e)

Resources

Coleridge

 [Additional Texts](#)

Standards & Benchmarks

characters; organize an event sequence that unfolds naturally and logically.

- W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e Provide a conclusion that follows from the narrated experiences or events.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12,

Text Support

Resources

Standards & Benchmarks

Text Support

Resources

CA: Grade 6, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2b Spell correctly.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

Standards & Benchmarks

important to comprehension or expression.

Collection 6 - "What Tales Tell" Week 2 (Week 33, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting,

Text Support

COLLECTION 6 "What Tales Tell", Week 2

ANCHOR TEXT: The Prince and the Pauper (Dramatization) TE pp. 345-360, 180 minutes (begins in week 2, finish in week 3)

CLOSE READER SELECTION: Comparing Versions of the Prince and the Pauper - Tom's Meeting With the Prince, from The Prince and the Pauper (Dramatization), from The Prince and the Pauper (Graphic Story) TE pp. 362c-362j (student pages 115-128), 135 minutes

ANCHOR TEXT: The Prince and the Pauper (Dramatization) TE pp. 345-360, 180 minutes (begins in week 2, finish in week 3)

- **Instructional Focus: Describe Drama TE pp. 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 358, 359, 361**(RL.6.1, 6.3, 6.5, 6.7)
- **Practice & Apply:**
 - **Analyze the Text TE p. 362** (RL6.1, 6.2, 6.3, 6.4, 6.5, 6.7)
- **Selection-Based Performance Task: Speaking Activity: Dramatic Reading TE p. 362** (RL6.7, SL6.1, SL6.4, SL6.6)

Resources

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Standards & Benchmarks

or plot.

Text Support

Resources

Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See

Standards & Benchmarks

grade 6 Language standards 1 and 3 for specific expectations.)

Text Support

Resources

Collection 6 - "What Tales Tell" Week 3

(Week 34, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting,

COLLECTION 6 "What Tales Tell", Week 3

ANCHOR TEXT: *The Prince and the Pauper* (Dramatization) TE pp. 345-360, 180 minutes (begins in week 2, finish in week 3)

CLOSE READER: *None*

SUPPORTING TEXT: *The Role of Myths in Ancient Greece* TE pgs. 363-368

- **Instructional Focus:** Describe Drama TE pp. 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 358, 359, 361 (RL.6.1, 6.3, 6.5, 6.7)
- **Practice & Apply:**
 - **Analyze the Text** TE pp. 362 (RL.6.1, 6.2, 6.3, 6.4, 6.5, 6.7)
- **Selection-Based Performance Task:** *Speaking Activity: Dramatic Reading* p. 362 (RL.6.7, SL.6.1, SL.6.4, SL.6.6)

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Teaching Resources/Documents

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Professional Development

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Standards & Benchmarks

or plot.

Text Support

Resources

Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See

Standards & Benchmarks

grade 6 Language standards 1 and 3 for specific expectations.)

Collection 6 "What Tales Tell" (Performance Task)

(Week 35, 1 Week)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Literature
Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e Provide a conclusion that follows from the narrated

Text Support

COLLECTION 6 "What Tales Tell" (Performance Task), Week 4

Performance Task B: Write a Play TE pp. 377-380
(RL.6.7, W.6.3a-e, W.6.4, W.6.5, W.6.6, SL.6.6)

Resources

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Standards & Benchmarks

experiences or events.

Text Support

Resources

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening

- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Assess/Reteach/Extend
(Week 36, 1 Week)

Standards & Benchmarks

CA: Grade 6, Reading: Literature

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Reading: Informational Text
Key Ideas and Details

Text Support

Reteach

- *Describe Stories: Myth TE p. 330a (RL.6.3)*
 - *Level Up Tutorial: Myths, Legends, and Tales*
- *Determine Meaning of Words and Phrases: Parody TE p. 334a (RL.6.4, W.6.3a, W.6.4)*
 - *Level Up Tutorial: Tone*
- *Describe Stories: Foreshadowing TE p. 344a (RL.6.3)*
 - *Level Up Tutorial: Suspense and Foreshadowing*
- *Describe Elements of Drama TE p. 362a (RI.6.1, R.L.6.3, RL.6.5, RL.6.7)*
 - *Level Up Tutorial: Elements of Drama*
- *Analyzing Structure TE p. 372b (RI.6.1, RI.6.5)*
 - *Level Up Tutorial: Main Idea and Supporting Details; Reading for Details*

Extend

- *Understand Archaic Language TE p. 330a (R.L.6.4)*
- *Analyze Language: Symbol TE p. 334a (R.L.6.4, RL.6.5)*
- *Summarize Text*
- *Describe Drama: Characterization TE p. 362a (RL.6.3)*
- *Summarize Text TE p. 372a (R.16.2)*
- *Paraphrase Text TE p. 372 a (RI.6.2)*
- *Generate Discussion Questions TE pg. 372b (SL.6.1c)*

Resources

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Teaching Resources/Documents
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Level Up Tutorials - Analyzing Literature
Teacher Resources>Level Up Tutorials>Analyzing Literature
See below for hyperlink

- Myths, Legends, and Tales
- Tone
- Suspense and Foreshadowing
- Elements of Drama
- Main Idea and Supporting Details
- Reading for Details

 **Level Up Tutorials - Analyzing Literature**

Standards & Benchmarks

Text Support

Resources

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Writing

- W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CA: CCCS: English Language Arts 6–12,
CA: Grade 6, Speaking & Listening
Comprehension and Collaboration

- SL.6.1c Pose and respond to

Standards & Benchmarks

specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Text Support

Resources

Semester Review (Week 37, 1 Week)

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