

Week	Marking Period 1	Week	Marking Period 3
1	Summer reading/writing assessment	21	Classroom novel (as selected by teacher), Prentice Hall short stories, vocabulary (Saddlier Oxford) and related assessments
2	Required novel and assessments including Literary Analysis Task: <i>Hatchet</i>	22	Classroom novel (as selected by teacher), Prentice Hall short stories, vocabulary (Saddlier Oxford) and related assessments
3	Required novel and assessments Literary Analysis Task: <i>Hatchet</i>	23	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
4	Required novel and assessments Literary Analysis Task: <i>Hatchet</i>	24	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
5	Required novel and assessments Literary Analysis Task: <i>Hatchet</i>	25	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
6	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford), narrative writing task and related assessments	26	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
7	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford), narrative writing task and related assessments	27	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
8	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford), narrative writing task, and related assessments	28	Nonfiction (Prentice Hall, <i>Kids Discover</i> , <i>StoryWorks</i> , <i>SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water</i> , <i>A Backwoods Boy</i> , <i>Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments

9	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford), narrative writing task and related assessments	29	Nonfiction (Prentice Hall, <i>Kids Discover, StoryWorks, SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water, A Backwoods Boy, Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
10	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford), narrative writing task, and related assessments	30	Nonfiction (Prentice Hall, <i>Kids Discover, StoryWorks, SCOPE</i> ), Prentice Hall nonfiction short stories ( <i>Water, A Backwoods Boy, Jackie Robinson: Justice at Last</i> ), vocabulary (Saddlier Oxford), Research Simulation Task, and related assessments
Week	Marking Period 2	Week	Marking Period 4
11	Required novel and assessments: <i>Maniac Magee</i>	31	PARCC standardized test prep, novels, vocabulary (Saddlier Oxford) and related assessments
12	Required novel and assessments: <i>Maniac Magee</i>	32	PARCC standardized test prep, novels, vocabulary (Saddlier Oxford) and related assessments
13	Required novel and assessments: <i>Maniac Magee</i>	33	PARCC standardized test prep, novels, vocabulary (Saddlier Oxford) and related assessments
14	Required novel and assessments: <i>Maniac Magee</i>	34	PARCC standardized test prep, novels, vocabulary (Saddlier Oxford) and related assessments
15	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford) and related assessments	35	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)
16	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford) and related assessments	36	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)
17	Prentice Hall short stories, novels, vocabulary (Saddlier Oxford) and related assessments	37	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)
18	Prentice Hall short stories, vocabulary (Saddlier Oxford) and related assessments	38	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)
19	Classroom novel (as selected by teacher), Prentice Hall short stories, vocabulary (Saddlier Oxford) and related assessments	39	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)
20	Classroom novel (as selected by teacher), Prentice Hall short stories, vocabulary (Saddlier Oxford) and related assessments	40	Drama ( <i>The Phantom Tollbooth</i> or other), poetry, and vocabulary (Saddlier Oxford)

Course name <b>Reading</b>	Level <b>6</b>	Time Frame <b>September</b>
<b>Topic</b>		
<p>Reading (focus: fiction, <i>Hatchet</i> [core 6<sup>th</sup> grade novel, time permitting and copies available] and other novels [optional titles include <i>Where the Red Fern Grows</i>, <i>Stargirl</i>, <i>Rascal</i>, <i>Roll of Thunder, Hear My Cry</i>, <i>Wrinkle in Time</i>, <i>Tuck Everlasting</i>, <i>The Secret Garden</i>, <i>The Indian in the Cupboard</i>, <i>Holes</i>, and others, short stories [Prentice Hall]) and Vocabulary</p>		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What makes a great novel or story great?</li> <li>• What are the different types of genres?</li> <li>• How does the point of view affect the reader’s understanding of the text?</li> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text or poem?</li> <li>• What strategies are used to identify the inferred meaning of a text or poem?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		
<p>Students will be able to answer the following <i>Hatchet</i> questions:</p>		
<ul style="list-style-type: none"> <li>• How does setting the story in the Canadian wilderness contribute to the reader’s understanding of plot and theme in the story?</li> <li>• How does the conflict drive Brian’s actions and shape his character?</li> <li>• What are the themes presented in <i>Hatchet</i>?</li> <li>• How does Brian change as the plot moves towards its resolution?</li> <li>• What are examples of figurative language used by Gary Paulsen in the novel?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• The quality of a novel or story is based upon opinion and backed with examples and facts.</li> <li>• There are many types of genres in the fiction and nonfiction categories with different techniques and styles.</li> <li>• Effective readers understand there is more than one perspective to a story.</li> <li>• Good readers ask questions as they read in order to comprehend the text.</li> <li>• Good readers cite examples from the text when formulating responses.</li> <li>• The main idea of a text is answered by asking what the writer wants the reader to remember.</li> <li>• Clues are identified in order to infer the author’s intended message.</li> <li>• Text to self, text to life, and text to text answers are given for critical thinking questions.</li> <li>• Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.</li> <li>• Context clues are used to determine which meaning of a word is applicable in a sentence.</li> </ul>		
<p>For <i>Hatchet</i>, students will:</p>		
<ul style="list-style-type: none"> <li>• Be able to identify and discuss key ideas and details from the novel.</li> <li>• Analyze the craft and structure of the novel.</li> </ul>		

- Use evidence to support analysis and/or reflection.
- Demonstrate comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Enhance the understanding of life and develop empathy for characters of different points of view.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.
- Explain how Brian learns to become an adult because of his time in the wilderness and how this experience helps him to cope with the divorce of his parents and the guilt he feels for knowing the “secret.”

### **Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.10

IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6

W.6.4, W.6.5

SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5

LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6

T.8.1.2.A.4, T.8.1.8.A.5

*Hatchet:*

- RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10
- RI.6.2, RI.6.3, RI.6.7, RI.6.9, RI.6.10
- W.6.1.a-e, W.6.2.a-f, W.6.4, W.6.6, W.6.9.a-b, W.6.10
- SL.6.1.a-d, SL.6.2, SL.6.4, SL.6.5, SL.6.6
- L.6.1, L.6.2, L.6.3, L.6.4.a,c,d, L.6.5.a-b, L.6.6

### **Key Concepts and Skills**

#### **Reading:**

Students will

- recognize a “just right” book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- identify and respond to the elements of sound and structure in poetry.

#### **Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

#### **Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

*Hatchet:*

Students will:

- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 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.
- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

when indicated or appropriate.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

## **Learning Activities**

### **Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Read and discuss poems.

### **Vocabulary:**

- Identify new word meaning in various reading passages.

### **Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

### *Hatchet:*

- “Survival” pre-reading activity
- *Hatchet* audio recording; “A Cry in the Wild” DVD
- Board game
- Four corners
- Illustrate the setting of Brian’s camp in the Canadian wilderness
- Letter from Jeffrey
- Carousel activity
- Blog
- Exit tickets
- Book talk
- Literacy circles
- Movie poster
- Book audio recording
- Writing assignment
- Literary letters/journals/portfolio writes

- Study guide
- Supplemental activities from novel workbook
- Drama activities

### Assessments

- Literary Analysis Task
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

#### *Hatchet:*

- “Survival” pre-reading activity: Students will work in small groups to simulate a wilderness survival situation. They will rank the relative importance of 12 survival supplies, and consider the dangers and challenges the situation presents.
- *Hatchet* audio recording: Use for group listening and discussion of the text; “A Cry in the Wild” DVD: Compare and contrast film and text.
- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others’ responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of the Canadian wilderness: Students will draw a picture of what they imagine the setting to look like based on what they have read.
- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will design an original movie poster based on the novel.

- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Study guide: Students will complete a review of the novel preparing them for a final assessment.
- Supplemental activities from novel workbook
- Drama activities: Students will participate in reader’s theatre, a skit, or play based on the themes of the novel or related nonfiction text.
- Suggest that students read one of the other books in the “Brian” series for independent reading.
- Replicate “foolbird” coloration; camouflage ruffed grouse in classroom.

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

*Hatchet:*

- Social Studies (geography)
- Art (map, illustrations, bird outline)
- Drama (readers’ theatre, skit, play)
- Technology (blog)

**Technology Integration**

Read novels with personal e-readers.

Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

Course name <b>Reading</b>	Level <b>6</b>	Time Frame <b>October</b>
<b>Topic</b>		
<p>Reading (focus: fiction, <i>Hatchet</i> [core 6<sup>th</sup> grade novel, time permitting and copies available] and other novels [optional titles include <i>Where the Red Fern Grows</i>, <i>Stargirl</i>, <i>Rascal</i>, <i>Roll of Thunder, Hear My Cry</i>, <i>Wrinkle in Time</i>, <i>Tuck Everlasting</i>, <i>The Secret Garden</i>, <i>The Indian in the Cupboard</i>, <i>Holes</i>, and others, short stories [Prentice Hall]) and Vocabulary</p>		
<p>Note: see previous month for <i>Hatchet</i> essential questions, enduring understandings, etc.</p>		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What makes a great novel or story great?</li> <li>• What are the different types of genres?</li> <li>• How does the point of view affect the reader’s understanding of the text?</li> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• The quality of a novel or story is based upon opinion but backed with examples and facts.</li> <li>• There are many types of genres in the fiction and nonfiction categories with different techniques and styles.</li> <li>• Effective readers understand there is more than one perspective to a story.</li> <li>• Good readers ask questions as they read in order to comprehend the text.</li> <li>• Good readers cite examples from the text when formulating responses.</li> <li>• The main idea of a text is answered by asking what the writer wants the reader to remember.</li> <li>• Clues are identified in order to infer the author’s intended message.</li> <li>• Text to self, text to life, and text to text answers are given for critical thinking questions.</li> <li>• Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.</li> <li>• Context clues are used to determine which meaning of a word is applicable in a sentence.</li> </ul>		

**Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6  
W.6.4, W.6.5  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

**Key Concepts and Skills****Reading:**

Students will

- recognize a “just right” book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- identify and respond to the elements of sound and structure in poetry.

**Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

**Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.
- listen attentively and critically to a variety of speakers.

**Learning Activities****Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Read and discuss poems.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

**Assessments**

- Literary Analysis Task
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.

Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name Reading</b>	<b>Level 6</b>	<b>Time Frame November</b>
<b>Topic</b>		
Reading (focus: fiction, <i>Maniac Magee</i> [core 6 <sup>th</sup> grade novel, time permitting and copies available] and other novels [optional titles include <i>Where the Red Fern Grows</i> , <i>Stargirl</i> , <i>Rascal</i> , <i>Roll of Thunder, Hear My Cry</i> , <i>Wrinkle in Time</i> , <i>Tuck Everlasting</i> , <i>The Secret Garden</i> , <i>The Indian in the Cupboard</i> , <i>Holes</i> , and others, short stories [Prentice Hall]) and Vocabulary		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What makes a great novel or story great?</li> <li>• What are the different types of genres?</li> </ul>		

- How does the point of view affect the reader's understanding of the text?
- What are the strategies that good readers use?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How are multi-syllabic words decoded?
- How does a reader determine the correct meaning of words with multiple meanings?

*Maniac Magee:*

Students will be able to answer the following questions:

- How does setting the story in Two Mills contribute to the reader's understanding of plot and theme in the story?
- How does the conflict drive Jeffrey's actions and shape his character?
- What are the themes presented in *Maniac Magee*?
- How does Jeffrey change as the plot moves towards its resolution?
- What are examples of figurative language used by Jerry Spinelli in the novel?

### **Enduring Understandings**

- The quality of a novel or story is based upon opinion but backed with examples and facts.
- There are many types of genres in the fiction and nonfiction categories with different techniques and styles.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

*Maniac Magee:*

Students will:

- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.
- Use evidence to support analysis and/or reflection.
- Demonstrate comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Enhance the understanding of life and develop empathy for characters of different points of view.
- Apply conventions and knowledge of Standard English.

- Acquire and demonstrate vocabulary usage.
- Compare how attitudes of characters in *Maniac Magee* relate to American society pre and post civil rights movement.

### **Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6  
W.6.4, W.6.5  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

*Maniac Magee*:

- RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10
- RI.6.2, RI.6.3, RI.6.7, RI.6.9, RI.6.10
- W.6.1.a-e, W.6.2.a-f, W.6.4, W.6.6, W.6.9.a-b, W.6.10
- SL.6.1.a-d, SL.6.2, SL.6.4, SL.6.5, SL.6.6
- L.6.1, L.6.2, L.6.3, L.6.4.a,c,d, L.6.5.a-b, L.6.6

### **Key Concepts and Skills**

#### **Reading:**

Students will

- recognize a “just right” book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- label the characterization of the main characters in a story.
- identify and respond to the elements of sound and structure in poetry.

#### **Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

#### **Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

*Maniac Magee:*

## Students will:

- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 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.
- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

## **Learning Activities**

### **Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Identify character traits through the author's use of characterization.
- Read and discuss poems.

### **Vocabulary:**

- Identify new word meaning in various reading passages.

### **Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

### ***Maniac Magee:***

- Board game
- Four corners
- Illustrate the setting of Two Mills
- Letter from Jeffrey
- Carousel activity
- Blog
- Exit tickets
- Book talk
- Literacy circles
- Movie poster
- Book soundtrack
- Writing assignment
- Literary letters/journals/portfolio writes
- Study guide
- Supplemental activities from novel workbook
- Drama activities

## Assessments

- Narrative Writing Task (continue a portion of the story using plot structure, setting, characterization and clues from the text)
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

### *Maniac Magee:*

- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others' responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of Two Mills: Students will draw a picture of what they imagine Two Mills to look like based on what they have read.
- Letter from Jeffrey: Students assume the voice of the protagonist in writing a letter.
- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will design an original movie poster based on the novel.
- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Study guide: Students will complete a review of the novel preparing them for a final

assessment. <ul style="list-style-type: none"> <li>• Supplemental activities from novel workbook</li> <li>• Drama activities: Students will participate in reader’s theatre, a skit, or play based on the themes of the novel or related nonfiction text.</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.							
Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.							
<b>Technology Integration</b>							
Read novels with personal e-readers. Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.							

<b>Course name</b> Reading	<b>Level</b> 6	<b>Time Frame</b> December
<b>Topic</b>		
Reading (focus: fiction, <i>Maniac Magee</i> [core 6 <sup>th</sup> grade novel, time permitting and copies available] and other novels [optional titles include <i>Where the Red Fern Grows</i> , <i>Stargirl</i> , <i>Rascal</i> , <i>Roll of Thunder, Hear My Cry</i> , <i>Wrinkle in Time</i> , <i>Tuck Everlasting</i> , <i>The Secret Garden</i> , <i>The Indian in the Cupboard</i> , <i>Holes</i> , and others, short stories [Prentice Hall]) and Vocabulary		
Note: see previous month for <i>Maniac Magee</i> essential questions, enduring understandings, etc.		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What makes a great novel or story great?</li> <li>• What are the different types of genres?</li> <li>• How does the point of view affect the reader’s understanding of the text?</li> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		

**Enduring Understandings**

- The quality of a novel or story is based upon opinion but backed with examples and facts.
- There are many types of genres in the fiction and nonfiction categories with different techniques and styles.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

**Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.10

IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6

W.6.4, W.6.5

SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5

LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6

T.8.1.2.A.4, T.8.1.8.A.5

**Key Concepts and Skills****Reading:**

Students will

- recognize a “just right” book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- label the characterization of the main characters in a story.
- identify and respond to the elements of sound and structure in poetry.

**Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

**Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.

- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

### **Learning Activities**

**Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Identify character traits through the author’s use of characterization.
- Read and discuss poems.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

### **Assessments**

- Narrative Writing Task (continue a portion of the story using plot structure, setting, characterization and clues from the text)
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

### **21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### **Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.  
Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name</b> Reading	<b>Level</b> 6	<b>Time Frame</b> January
<b>Topic</b>		
Reading (focus: fiction, novels [optional titles include <i>Where the Red Fern Grows</i> , <i>Stargirl</i> , <i>Rascal</i> , <i>Roll of Thunder, Hear My Cry</i> , <i>Wrinkle in Time</i> , <i>Tuck Everlasting</i> , <i>The Secret Garden</i> , <i>The Indian in the Cupboard</i> , <i>Holes</i> , and others, short stories [Prentice Hall]) and Vocabulary		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What makes a great novel or story great?</li> <li>• What are the different types of genres?</li> <li>• How does the point of view affect the reader’s understanding of the text?</li> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• The quality of a novel or story is based upon opinion but backed with examples and facts.</li> <li>• There are many types of genres in the fiction and nonfiction categories with different techniques and styles.</li> <li>• Effective readers understand there is more than one perspective to a story.</li> <li>• Good readers ask questions as they read in order to comprehend the text.</li> <li>• Good readers cite examples from the text when formulating responses.</li> <li>• The main idea of a text is answered by asking what the writer wants the reader to remember.</li> <li>• Clues are identified in order to infer the author’s intended message.</li> <li>• Text to self, text to life, and text to text answers are given for critical thinking questions.</li> <li>• Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.</li> <li>• Context clues are used to determine which meaning of a word is applicable in a sentence.</li> </ul>		

**Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6  
W.6.4, W.6.5  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

**Key Concepts and Skills****Reading:**

Students will

- recognize a “just right” book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- label the characterization of the main characters in a story.
- identify and respond to the elements of sound and structure in poetry.

**Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

**Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

**Learning Activities****Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.

- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Identify character traits through the author’s use of characterization.
- Read and discuss poems.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

**Assessments**

- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.  
Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name Reading</b>	<b>Level 6</b>	<b>Time Frame February</b>
<b>Topic</b>		
Reading (focus: nonfiction [Prentice Hall, Kids Discover, StoryWorks, SCOPE]) and Vocabulary		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What are the strategies that good readers use?</li> </ul>		

- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does the style and point of view of the author affect the reader's understanding of the text?
- How does the author set a tone for a text?
- How are multi-syllabic words decoded?
- How does a reader determine the correct meaning of words with multiple meanings?

### **Enduring Understandings**

- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Readers understand that every author writes text (fiction or nonfiction) according to the point of view of a character or narrator.
- An author's use of words set a tone for a book.
- Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

### **Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.9, L.6.10

IT.6.1, IT.6.2, IT.6.3, IT.6.5, IT.6.6, IT.6.8, IT.6.9, IT.6.10

W.6.1, W.6.2, W.6.4, W.6.5, W.6.9

SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5

LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6

T.8.1.2.A.4, T.8.1.8.A.5

### **Key Concepts and Skills**

#### **Reading:**

Students will

- respond critically to an author's purpose, ideas, views, and beliefs.
- recognize persuasive and propaganda techniques used to influence readers.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.
- define the difference between fact and opinion.
- identify and respond to the elements of sound and structure in poetry.

#### **Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

**Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

**Learning Activities**

**Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author’s intended message.
- Identify the author’s purpose and respond critically.
- Differentiate between fact and opinion.
- Read and discuss poems.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

**Assessments**

- Research Simulation Task using a combination of print and digital sources
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Vocabulary tests and applications

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### **Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

### **Technology Integration**

Read novels with personal e-readers.

Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name</b> Reading	<b>Level</b> 6	<b>Time Frame</b> March
<b>Topic</b>		
Reading (focus: nonfiction [Prentice Hall, Kids Discover, StoryWorks, SCOPE]) and Vocabulary		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How does the style and point of view of the author affect the reader's understanding of the text?</li> <li>• How does the author set a tone for a text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• Good readers ask questions as they read in order to comprehend the text.</li> <li>• Good readers cite examples from the text when formulating responses.</li> <li>• The main idea of a text is answered by asking what the writer wants the reader to remember.</li> <li>• Clues are identified in order to infer the author's intended message.</li> <li>• Text to self, text to life, and text to text answers are given for critical thinking questions.</li> <li>• Readers understand that every author writes text (fiction or nonfiction) according to the point of view of a character or narrator.</li> <li>• An author's use of words set a tone for a book.</li> <li>• Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.</li> <li>• Context clues are used to determine which meaning of a word is applicable in a sentence.</li> </ul>		

**Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6, L.6.9, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.5, IT.6.6, IT.6.8, IT.6.9, IT.6.10  
W.6.1, W.6.2, W.6.4, W.6.5, W.6.9  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, LS.6.5  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

**Key Concepts and Skills****Reading:**

Students will

- respond critically to an author’s purpose, ideas, views, and beliefs.
- recognize persuasive and propaganda techniques used to influence readers.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.
- define the difference between fact and opinion.

**Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

**Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

**Learning Activities****Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author’s intended message.
- Identify the author’s purpose and respond critically.
- Differentiate between fact and opinion.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

**Assessments**

- Research Simulation Task
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.  
Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name</b> <b>Reading</b>	<b>Level</b> <b>6</b>	<b>Time Frame</b> <b>April</b>
<b>Topic</b>		
Reading, vocabulary, and standardized testing (PARCC)		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• What are the strategies that good readers and test takers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are short constructed responses answered completely?</li> <li>• How are multi-syllabic words decoded?</li> </ul>		

- How does a reader determine the correct meaning of words with multiple meanings?

### **Enduring Understandings**

- Good readers ask questions and find answers as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Short constructed responses restate the question, answer all questions, cite details, explain citations, and extend to self, the world, or another text (R.A.C.E.).
- Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

### **Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

IT.6.1, IT.6.2, IT.6.3., IT.6.5, IT.6.6

W.6.2, W.6.4, W.6.10

SL.6.2

LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6

### **Key Concepts and Skills**

#### **Reading:**

Students will

- respond critically to an author's purpose, ideas, views, and beliefs.
- recognize persuasive and propaganda techniques used to influence readers.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.
- define the difference between fact and opinion.
- understand cause and effect.

#### **Vocabulary:**

Students will

- apply knowledge of new words correctly using syllabication, prefixes, suffixes, root words, and word origin.
- activate prior knowledge.

#### **Speaking/Listening/Viewing:**

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

### Learning Activities

**Reading:**

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author’s intended message.
- Identify the author’s purpose and respond critically.
- Differentiate between fact and opinion.
- Label cause and effect.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

### Assessments

- PARCC
- Research Simulation Task
- Literary Analysis
- Narrative Writing Task
- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.

Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name</b> Reading	<b>Level</b> 6	<b>Time Frame</b> May
<b>Topic</b>		
Reading (focus: drama [ <i>Phantom Tollbooth</i> in Prentice Hall and/or novel] and poetry) and Vocabulary		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• Why is it important to understand a character’s motive?</li> <li>• Why is it important to develop a personality and background for a character?</li> <li>• How can poetry be defined?</li> <li>• How is poetry different from other art forms and different from prose?</li> <li>• What are the strategies that good readers use?</li> <li>• Why and how does a reader generate text-supported evidence?</li> <li>• What strategies are used to identify the main idea of a text?</li> <li>• What strategies are used to identify the inferred meaning of a text?</li> <li>• How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?</li> <li>• How are multi-syllabic words decoded?</li> <li>• How does a reader determine the correct meaning of words with multiple meanings?</li> </ul>		
<b>Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• Critical analysis of character is integral to the dramatic concept.</li> <li>• Acting and role-playing are important in developing a character audiences relate to.</li> <li>• Poetry is the essence and bedrock of all writing.</li> <li>• Poetry allows a greater freedom of expression than other types of writing.</li> <li>• Good readers ask questions as they read in order to comprehend the text.</li> <li>• Good readers cite examples from the text when formulating responses.</li> <li>• The main idea of a text is answered by asking what the writer wants the reader to remember.</li> <li>• Clues are identified in order to infer the author’s intended message.</li> <li>• Text to self, text to life, and text to text answers are given for critical thinking questions.</li> <li>• Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.</li> <li>• Context clues are used to determine which meaning of a word is applicable in a sentence.</li> </ul>		

**Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.6.7, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.7  
W.6.4, W.6.5  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

**Key Concepts and Skills****Reading:**

- Respond critically to a character's motive, ideas, views, or beliefs.
- Use cause and effect and sequence of events to gain meaning.
- Define poetry in its various structures and forms.
- Recognize and listen to sensory details, figurative language, and other literary devices in text.
- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author's intended message.
- Identify the author's purpose and respond critically.
- Label cause and effect.

**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.

**Learning Activities****Reading:**

- Read, comprehend, and interpret a drama.
- Make predictions to stories read or acted out.
- Read, comprehend, and interpret poems.
- Label and analyze literary devices used in poetry.
- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author's intended message.
- Identify the author's purpose and respond critically.
- Differentiate between fact and opinion.
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**Vocabulary:**

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**Assessments**

- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

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Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science.

**Technology Integration**

Read novels with personal e-readers.  
Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.

<b>Course name Reading</b>	<b>Level 6</b>	<b>Time Frame June</b>
<b>Topic</b>		
<ul style="list-style-type: none"> <li>• Reading (focus: drama [<i>Phantom Tollbooth</i> in Prentice Hall and/or novel] and poetry) and Vocabulary</li> </ul>		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>• Why is it important to understand a character’s motive?</li> <li>• Why is it important to develop a personality and background for a character?</li> </ul>		

- How can poetry be defined?
- How is poetry different from other art forms and different from prose?
- What are the strategies that good readers use?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How are multi-syllabic words decoded?
- How does a reader determine the correct meaning of words with multiple meanings?

### **Enduring Understandings**

- Critical analysis of character is integral to the dramatic concept.
- Acting and role-playing are important in developing a character audiences relate to.
- Poetry is the essence and bedrock of all writing.
- Poetry allows a greater freedom of expression than other types of writing.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
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- Multi-syllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
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### **Alignment to Common Core and Career Standards ELA**

L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.6.7, L.6.10  
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.7  
W.6.4, W.6.5  
SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6  
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6  
T.8.1.2.A.4, T.8.1.8.A.5

### **Key Concepts and Skills**

#### **Reading:**

- Respond critically to a character's motive, ideas, views, or beliefs.
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- Answer open-ended questions using evidence from the text.
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- Identify the main idea and supporting details.
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**Vocabulary:**

- Identify new word meaning in various reading passages.

**Speaking/Listening/Viewing:**

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- Offer positive feedback.
- Listen attentively to peers.

**Learning Activities**

**Reading:**

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- Identify the main idea and supporting details.
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**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
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<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy
<b>Interdisciplinary Connections</b>					
Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies.					
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Read novels with personal e-readers. Use ELMO, data projector, Internet, and Smart Board when available to enhance the learning environment.					