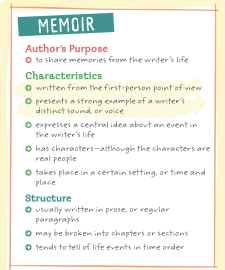
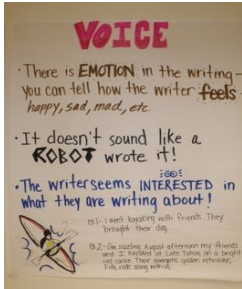
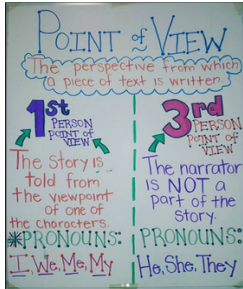


Please Note: This document informs parents, students, and teachers of the recommended pacing and content for the grade level. All standards/benchmarks in the grade level pacing guide are designed to be learned by the end of the year. This guide represents a model of a recommended timeline and sequence to be used by teachers for planning purposes.

Quarter 1

GRADE 6! UNIT 1: Where I'm From		INSTRUCTIONAL MODEL	
<p>Essential Question: How do our communities shape our experience of growing up?</p> <p>Resiliency Standards:</p> <p>HE.68.R.1.2: Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.2.3: Describe the importance of following school and community laws and rules.</p> <p>HE.68.R.2.4: Monitor progress toward attaining a personal goal.</p> <p>HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.</p> <p>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p>		<div><div></div><div>WHOLE-CLASS LEARNING</div><div></div><div>ASSESSMENTS</div><div></div><div>TEACHER-LED</div><div></div><div>PEER-GROUP LEARNING/INDEPENDENT</div><div></div><div>TECHNOLOGY</div></div>	
<p>Unit Overview: In this unit, students will read about many examples of the challenges and triumphs of living in and growing up in a community.</p>			
<p>Unit Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Read selections that explore how communities shape identity.• Understand and use academic vocabulary words related to personal narratives.• Recognize elements of different genres, especially narrative essays, realistic fiction, and memoirs.• Read a selection of my choice independently and make meaningful connections to other texts. (• Write a focused, well-organized personal narrative.• Complete Timed Writing tasks with confidence.• Prepare and present a nonfiction narrative.			
<p>Selections & Media</p> <p>Mentor Text</p> <ul style="list-style-type: none">• Nonfiction Narrative: Wagon Train At Dusk (740L) <p>Whole-Class Learning</p> <ul style="list-style-type: none">• Memoir in Verse: from Brown Girl Dreaming, Jacqueline Woodson (NP)• Poetry: The Sand Castle, Alma Luz Villanueva (740L)• Science Fiction: from Spoon River Anthology, Edgar Lee Masters (740L) <p>Peer-Group Learning</p> <ul style="list-style-type: none">• Memoir: from Bad Boy, Walter Dean Myers (1000L)• Media: Oral Storytelling, The Moth Presents: Aleeza Kazmi• Realistic Fiction: Prince Francis: Roddy Doyle (510L)• Realistic Fiction: The Sound of Summer Running (860L)		<p>Independent Learning</p> <ul style="list-style-type: none">• Fantasy: from Peter Pan, J.M. Barrie (800L)• Poetry: Oranges I Was a Skinny Tom Boy, Gary Soto Alma Luz Villanueva (NP)• Personal Essay: The Boy Nobody Knew, Faith Ringgold (820L)• Realistic Fiction: Eleven, Sandra Cisneros (980L)• Realistic Fiction: Raymond's Run, Toni Cade Bambara (1280L)	
<p>Savvas Performance-Based Assessment</p> <p>*from Brown Girl Dreaming Selection Test</p> <p>*The Sand Castle Selection Test</p> <p>*from Spoon River Anthology Selection Test</p> <p>*from Bad Boy Selection Test</p> <p>*Prince Francis Selection Test</p> <p>*The Sound of Summer Running Selection Test</p>		<p>Suggested Alternative Assessment</p> <p>Unit 1 Test 1 Assessment - Memoir & Memoir Poem (Edulastic)</p>	<p>Unit Reflection</p> <p>Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.</p>

Week 1: 08/14/2023-08/18/2023

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Implied vs. Explicit Central Idea	Assessment(s): Exit Ticket (Teacher Created)	Anchor Chart(s): <div></div> <div></div> <div></div>		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): Mentor Text: Wagon Train at Dusk</p> <p>Genre: Nonfiction Narrative</p> <p>Vocabulary/Word Study: <i>reflect, mission, contribute, recognize, memorize</i></p> <p>Convention and Composition Options:</p> <p>Composition/Speaking and Listening/Research: Summary (K12.EE.2.1; K12.EE.4.1; 6.R.3; 6.C.1)</p>	<p>Text Selection(s): from Brown Girl Dreaming</p> <p>Genre: Memoir</p> <p>Genre/Text Elements: First-Person Point of View and Voice (6.R.2)</p> <p>Comprehension Strategy: Create Mental Images (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>squish, humming, twist, twirl, shushes, feathery</i>) Onomatopoeia (6.R.3.1) <i>Onomatopoeia (RP)</i></p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Text Structure and Meaning (6.R.1.4; 6.R.2.1)</p> <p>Composition/Speaking and Listening/Research: Poem (K12.EE.5.1; 6.C.1.2) Partner Discussion (K12.EE.4.1) <i>Poem (RP), Partner Discussion (RP)</i></p>			
Teacher Table				
Teacher-Led Group: *First-Person Point of View and Voice (RP) *Text Structure and Meaning (RP)				
Peer-Group Learning/Independent				
Teacher Created Organizer MyPerspectives+:				

Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)

Technology

BrainPop:

[Point of View](#) ([Quiz](#)) ([Challenge](#))

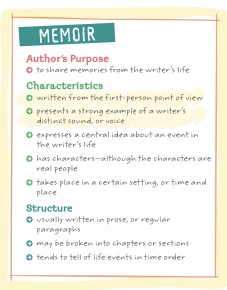
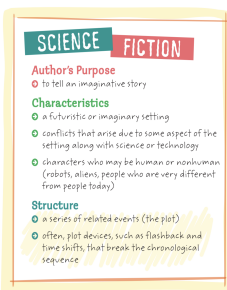
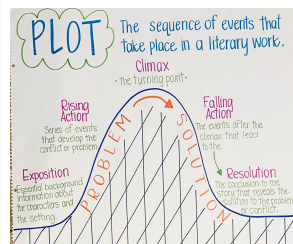


Brown Girl Dreaming: [Quizziz Memoir](#)

IXL Suggestions **from Brown Girl Dreaming:**

[D.1 Identify the narrative point of view](#)

[Read poetry](#)

[F.1 Identify sensory details](#)

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 	Assessment(s): Unit 1 Test 1 Test (Helen Keller & Oranges)	Anchor Chart(s):    		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
<p>Text Selection(s): from Brown Girl Dreaming</p> <p>Genre: Memoir</p> <p>Genre/Text Elements: First-Person Point of View and Voice (6.R.2)</p> <p>Comprehension Strategy: Create Mental Images (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>squish, humming, twist, twirl, shushes, feathery</i>)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Text Structure and Meaning (6.R.1.4; 6.R.2.1)</p> <p>Composition/Speaking and Listening/Research: Poem (K12.EE.5.1; 6.C.1.2) Partner Discussion (K12.EE.4.1) <i>Poem (RP), Partner Discussion (RP)</i></p> <p>Unit 1 Test 1 Test (Helen Keller) on Tuesday</p>	<p>Text Selection(s): The Sand Castle</p> <p>Genre: Science Fiction</p> <p>Genre/Text Elements: Plot Development and Flashback (6.R.1)</p> <p>Comprehension Strategy: Make Predictions (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>scorched, unprotected, cumbersome, hostile, forlorn, drained</i>) Prefix: un- Prefix: un- (RP)</p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: Verb Tenses (6.C.3.1) <i>Verb Tenses (RP)</i></p> <p>Composition/Speaking and Listening/Research: Short Story (6.C.1.2; 6.C.1.5; 6.C.3.1) <i>Short Story (RP), Oral Reading (K12.EE.6.1; 6.C.2.1) Oral Reading (RP)</i></p>			
Teacher Table				

Teacher-Led Group:

*First-Person Point of View and Voice (RP)

*Text Structure and Meaning (RP)

*Plot Development and Flashback (RP)

Peer-Group Learning/Independent**MyPerspectives+:****Technology:**

[Point of View](#) ([Quiz](#)) ([Challenge](#))

MyPerspectives+:

Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)

Technology Learning

BrainPop:

[Plot](#) ([Quiz](#)) ([Worksheet](#))

IXL Suggestions **from The Sand Castle:**

[D.1 Identify the narrative point of view](#)

[Read poetry](#)

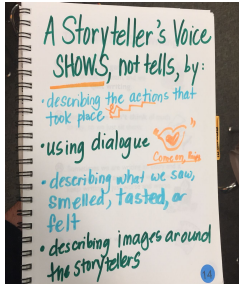
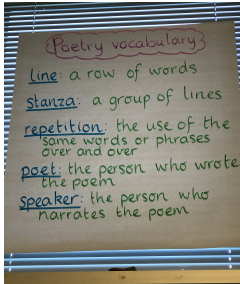
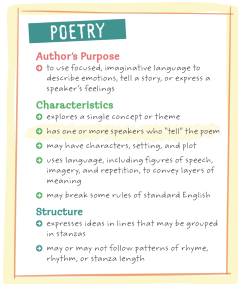
[F.1 Identify sensory details](#)

[G.1 Analyze short stories](#)

[S.5 Words with un-, dis-, in-, im-, and non-](#)

[II.2 Simple past, present, and future tense: review](#)

[II.3 Correct inappropriate shifts in verb tense](#)

Week 3: 08/28/2023-09/01/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Assessment(s): Unit 1 Test 2 (On Winged Shoes/Dad's Jazz)	Anchor Chart(s): <div></div>			
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review and Test Unit 1 Test 2 (On Winged Shoes)and Dad's Jazz	Text Selection(s): from Spoon River Anthology Genre/Lexile: Poetry Genre/Text Elements: Speaker in Poetry (6.R.1.3) Comprehension Strategy: Read Fluently (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>disgrace, recluse, devoured, withdraws, solitude, solace</i>), Latin Prefix: dis- (6.V.1.2) Latin Prefix: dis- (RP) Convention and Composition Options: Author's Craft/Conventions: Verbals: Infinitives and Gerunds (6.C.3.1) <i>Verbals: Infinitives and Gerunds (RP)</i> Composition/Speaking and Listening/Research: Poems (K12.EE.5.1) <i>Poem (RP)</i> , Poetry Reading (K12.EE.6.1) <i>Poetry Reading (RP)</i>			
Teacher Table				
Teacher-Led Group: *Speaker in Poetry (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith				

Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)

Technology

Technology:

[Poetry \(Quiz\)](#) ([Worksheet](#))

[The Writing Process](#)

[Types of Writing](#)


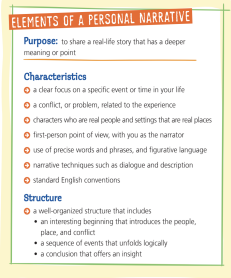

from Spoon River Anthology Technology:

IXL Suggestions:

[Compare and contrast points of view](#)

[JJ.6 Identify gerunds and their functions](#)

[JJ.7 Identify infinitives and infinitive phrases](#)

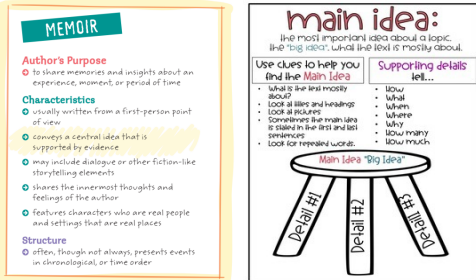
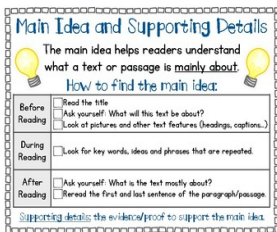
Week 4: 09/04/2023-09/08/2023				
Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Assessment(s): Unit 1 Part 3 Poetry Assessment (Chasing Dreams/On Turning Ten)	Anchor Chart(s): 		Rubric:
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Review for Poetry Test and give Unit 1 Part 3 Poetry Assessment (Chasing Dreams/On Turning Ten)	Remediate Unit 1 Part 3 Test; Spiral Review Skills: Point of View (6.R.2); Plot Development (6.R.1.1); Speaker (6.R.1.3); Central Idea (6.R.2.2); Author's Purpose (6.R.1)	Remediate Unit 1 Part 3 Test; Spiral Review Skills: Point of View (6.R.2); Plot Development (6.R.1.1); Speaker (6.R.1.3); Central Idea (6.R.2.2); Author's Purpose (6.R.1)	Remediate Unit 1 Part 3 Test; Spiral Review Skills: Point of View (6.R.2); Plot Development (6.R.1.1); Speaker (6.R.1.3); Central Idea (6.R.2.2); Author's Purpose (6.R.1)
Teacher Table				
Teacher-Led Group: Reteach/Remediate/Practice Skills				
Peer-Group Learning/Independent				
MyPerspectives+: Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)				
Technology				
Personal Narrative Technology: IXL Suggestions: C.1 Identify the author's purpose P.2 Create varied sentences based on models Q.3 Correct errors with signs				

OO.2 Select the misplaced or dangling modifier

OO.3 Are the modifiers used correctly?

V.1 Use the correct homophone

QQ.4 Formatting quotations and dialogue

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 		Assessment(s): Exit Tickets	Anchor Chart(s): 	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): from Bad Boy Genre/Lexile: Memoir Genre/Text Elements: Central Idea and Supporting Evidence (6.R.2.2) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Latin Root: -spec- (6.V.1.2) Latin Root: -spec- (RP) Convention and Composition Options: Author's Craft/Conventions: Pronoun-Antecedent Agreement (6.C.3.1) <i>Pronoun-Antecedent Agreement (RP)</i> Composition/Speaking and Listening/Research: Argumentative Essay (6.R.2.4; 6.R.3.4; 6.C.1.3) <i>Argumentative Essay (RP)</i>			Text Selection(s): The Moth Presents: Aleeza Kazmi Genre/Lexile: Media: Oral Storytelling Genre/Text Elements: Comprehension Strategy: Listen Actively (K12.EE.4.1) Vocabulary/Word Study: Media Vocabulary (6.V.1) <i>(performance, personal account, volume and pacing)</i> Convention and Composition Options: Author's Craft/Conventions: Composition/Speaking and Listening/Research: Group Discussion (K12.EE.4.1)	
Teacher Table				
Teacher-Led Group: *Central Idea and Supporting Evidence (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith				

Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)

Technology

from Bad Boy Technology:

IXL Suggestions:

A.1 Determine the main idea of a passage

T.1 Use Greek and Latin roots as clues to the meanings of words

U.2 Find synonyms in context

EE.1 Identify pronouns and their antecedents

EE.2 Use the pronoun that agrees with the antecedent

Aleeza Kazmi Technology:

IXL Suggestions:

Identify an author's statement of opinion

O.3 Identify supporting details in informational texts

Week 6: 09/18/2023-09/22/2023

Monday

Tuesday

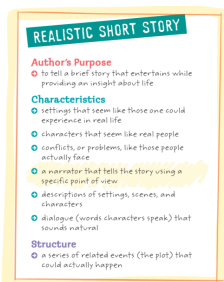
Wednesday - Early Dismissal

Thursday

Friday

Anchor Chart(s):

Assessment(s): Exit Tickets



Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Text Selection(s): Prince Francis

Genre/Lexile: Realistic Fiction

Genre/Text Elements: Narrative Point of View and Purpose (6.R.1)

Comprehension Strategy: Make Inferences (K12.EE.3.1)

Vocabulary/Word Study: Reference Materials (6.V.1.3) Latin Prefix: *mal* - (6.V.1.2) Latin Prefix: *mal-* (RP)

Convention and Composition Options:

Author's Craft/Conventions: Literary Devices and Character Development (6.R.1) *Literary Devices and Character Development (RP)*

Composition/Speaking and Listening/Research: Response to Literature (6.C.1.4)

Teacher Table

Teacher-Led Group:

*Narrative Point of View (RP)

Peer-Group Learning/Independent

MyPerspectives+:

Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)

Technology

IXL Suggestions **from Prince Francis:**

Read realistic fiction

Use actions and dialogue to understand characters

Show character emotions and traits

BB.4 Use dictionary definitions

Week 7: 09/25/2023-09/29/2023

Monday

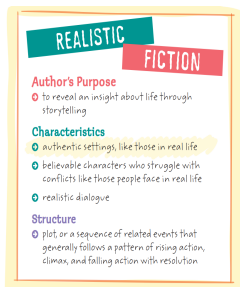
Tuesday

Wednesday

Thursday

Friday

Anchor Chart(s):



Assessment(s): Unit 1 Test 4 (4 selections: Festival of Colors, Stepping Up to the Stage, Young Watchman, Failed Mission)

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Text Selection(s): The Sound of Summer Running

Genre/Lexile: Realistic Fiction

Genre/Text Elements: Narrative Point of View and Purpose (6.R.1)

Comprehension Strategy: Fluency (K12.EE.2.1)

Vocabulary/Word Study: Reference Materials (6.V.1.3) Multiple-Meaning Words (6.V.1.3), *Multiple-Meaning Words (RP)*

Convention and Composition Options:

Author's Craft/Conventions: Literary Devices: Symbol (6.R.1) *Literary Devices: Symbol (RP)*

Composition/Speaking and Listening/Research: Response to Literature (6.C.1.4)

Unit 1 Test 4 (4 selections: Festival of Colors, Stepping Up to the Stage, Young Watchman, Failed Mission)

Teacher Table

Teacher-Led Group:

*Narrative Point of View (RP)

Peer-Group Learning/Independent

MyPerspectives+:

Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)





Technology

IXL Suggestions from **The Sound of Summer Running:**

[C.3 Compare passages for tone](#)

[BB.3 Use dictionary entries](#)

[V.2 Which definition matches the sentence?](#)

Week 8: 10/02/2023-10/06/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
		Assessment(s): n/a		Rubric: Teacher Edition Page R21
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Remediate Unit 1 Test 4	Planning and Prewriting: <div>  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students make their plans. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What moment will you open your narrative with to intrigue readers? • In one sentence, what is your conflict? • What inciting events led up to the conflict? • How did you think up a plan for your solution? • How did you resolve the problem? • What happened after you resolved it? • What insight about the experience will you share with your readers? </div> Drafting <div>  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students are drafting. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What is the most dramatic moment of your narrative? • How can you use dialogue to drop the reader into that scene? • What descriptive details do you provide about the characters? Setting? • How can you bring the story back to the beginning to provide insight into the inciting incident and rising action? </div>	Revising: <div>  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students revise their narratives. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • Which elements of your narrative are you most satisfied with? • Which elements of your narrative require the most revision? • Can you show me where you revised your draft? • Does your draft include enough descriptive details? • How could you reorganize your narrative so that the plot flows more smoothly? • What is a more precise word you could substitute for this word? • What insight do you share with your audience? </div> Editing: <div>  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students edit their narratives. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What kinds of errors are you finding most often? • Try reading this sentence aloud. Does the grammar sound correct? • Are you editing in an orderly way? Try looking for one type of error at a time. • Can you show me something you've changed while editing? </div>	Publishing and Presenting	Reteach/Remediate/Practice Skills
Teacher Table				
Teacher-Led Group: Unit 1 Assessment Remediation Reteach/Remediate/Practice Skills				
Peer-Group Learning/Independent				
MyPerspectives+: Independent: from Peter Pan (J.. Barrie); Oranges (G. Soto); I Was a Skinny Tomboy Kid (Alama Luz Villanueva); The Boy Nobody Knew (Faith Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)				

Technology

IXL Suggestions for **Personal Narrative Technology**:

C.1 Identify the author's purpose

P.2 Create varied sentences based on models

Q.3 Correct errors with signs

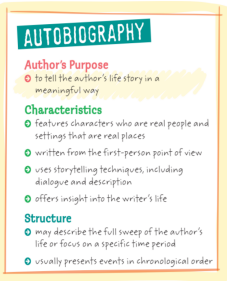
OO.2 Select the misplaced or dangling modifier

OO.3 Are the modifiers used correctly?

V.1 Use the correct homophone

QQ.4 Formatting quotations and dialogue

GRADE 6! UNIT 2: Natural Allies		INSTRUCTIONAL MODEL	
<p>Essential Question: How do animals and people interact?</p> <p>Resiliency Standards:</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.2.4: Monitor progress toward attaining a personal goal.</p> <p>HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.</p> <p>HE.68.3.1 Discuss ways a leader can build the trust of individuals and groups.</p> <p>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p>		<div><div></div><div>WHOLE-CLASS LEARNING</div></div> <div><div></div><div>ASSESSMENTS</div></div> <div><div></div><div>TEACHER-LED</div></div> <div><div></div><div>PEER-GROUP LEARNING/INDEPENDENT</div></div> <div><div></div><div>TECHNOLOGY</div></div>	
<p>Unit Overview: In this unit, students will read many examples about animals that have gone to extraordinary lengths to help humans in need.</p>			
<p>Unit Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Read texts that illustrate the different ways animals and people interact and compare it to my own experiences.• Understand and use academic vocabulary words related to informational texts.• Recognize elements of different genres, especially science writing, poetry, and informational texts.• Read a selection of my choice independently and make meaningful connections to other texts.• Write a focused, well-organized expository essay.• Complete Timed Writing tasks with confidence.• Prepare and deliver an informational presentation.			
<p>Selections & Media</p> <p>Mentor Text</p> <ul style="list-style-type: none">• Informational Essay: Reading Buddies (890L) <p>Whole-Class Learning</p> <ul style="list-style-type: none">• Memoir: from My Life With the Chimpanzees, Jane Goodall (860L)• Autobiography: How Smart Are Animals?, Dorothy Hinshaw Patent (1110L) <p>Peer-Group Learning</p> <ul style="list-style-type: none">• Lyric Poetry: Sonnet • I Understand—a Villanelle, Margaret E. Bruner • Amy Ludwig VanDerwater (NP)• Myth: The Tale of the Hummingbird, Pura Belpré (740L)• Biography: Black Cowboy, Wild Horses, Julius Lester (710L)		<p>Independent Learning</p> <ul style="list-style-type: none">• Poetry: A Blessing • Predators • Nikita, James Wright • Linda Hogan • Alberto Ríos (NP)• Media: Video: The Secret Life of the Dog, British Broadcasting Corporation• Reflective Essay: All the Pretty Ponies, Oscar Cásares (1220L)• Informational Text: The Girl Who Gets Gifts From Birds, Katy Sewall (830L)• Informational Text: Pet Therapy: How Animals and Humans Heal Each Other, Julie Rovner (1190L)	
<p>Savvas Performance-Based Assessment</p> <p>*My Life With the Chimpanzees Selection Test</p> <p>*How Smart Are Animals? Selection Test</p> <p>*So What Is a Primate? Selection Test</p> <p>*Poetry Collection 1 Selection Test</p> <p>*The Tale of the Hummingbird Selection Test</p> <p>*Black Cowboy, Wild Horses Selection Test</p>		<p>Suggested Alternative Assessment</p>	<p>Unit Reflection</p> <p>Students will reflect on the unit goals, learning strategies, the text and the challenges and triumphs of growing up.</p>

Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period
Anchor Chart(s):	Assessment(s): Exit Tickets	Anchor Chart(s): <div></div>	Assessment(s): Exit Tickets	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Mentor Text: Reading Buddies Genre: Expository Essay Vocabulary/Word Study: Academic Vocabulary (6.V.1.1; 6.V.1.2) Convention and Composition Options: Composition/Speaking and Listening/Research: Summary (6.R.3)		Text Selection(s): from My Life With the Chimpanzees Genre/Lexile: Autobiography Genre/Text Elements: Author's Purpose, Message, and Tone Author's Purpose and Message (6.R.2; 6.R.3.1) Comprehension Strategy: Establish Purpose for Reading (6.R.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (vanished, miserable, irritable, threateningly, impetuous, dominate) Latin Suffix: -able (6.V.1.2) Latin Suffix: -able (RP) Convention and Composition Options: Author's Craft/Conventions: Commas (6.C.3.1) Commas (RP) Composition/Speaking and Listening/Research: How-to Essay (6.C.1.4) How-to Essay (RP) Class Discussion (K12.EE.4.1) Class Discussion (RP)		
Teacher Table				
Teacher-Led Group: *Author's Purpose and Message (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning:				

A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)
The Secret Life of the Dog (British Broadcasting Corporation)
All the Pretty Ponies (Oscar Casares)
The Girl Who Gets Gifts From Birds (Katy Sewall)
Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)

Technology:

BrainPop: Jane Goodall (Quiz and Challenge)

YouTube: Jane  Jane Goodall: A Champion of Chimpanzees  | Women's History Month | Read Aloud Books | Smiley Stories 

Technology

Technology:

IXL Suggestions **from My Life With the Chimpanzees:**

H.1 Read About Animals

C.1 Identify the Author's Purpose

S.8 Words with -able and -ible


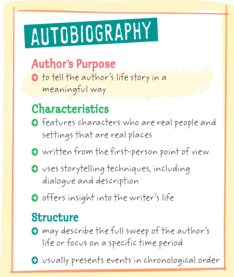
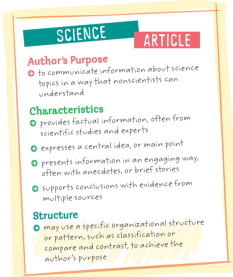

OO.1 Commas with Series, Dates, and Places

OO.7 Commas with Nonrestrictive Elements

[Determine the Order of Events in Informational Texts](#)

Quarter 2

Week 10: 10/16/23-10/20/2023

Week 10: 10/16/23-10/20/2023				
Monday - Planning	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s): 	Assessment(s): Exit Tickets	Anchor Chart(s): 	Assessment(s): Exit Tickets
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	<p>Text Selection(s): from My Life With the Chimpanzees</p> <p>Genre/Lexile: Autobiography</p> <p>Genre/Text Elements: Author's Purpose, Message, and Tone Author's Purpose and Message (6.R.2; 6.R.3.1)</p> <p>Comprehension Strategy: Establish Purpose for Reading (6.R.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>vanished, miserable, irritable, threateningly, impetuous, dominate</i>) Latin Suffix: -able (6.V.1.2) Latin Suffix: -able (RP)</p> <p>Convention and Composition Options: Author's Craft/Conventions: Commas (6.C.3.1) <i>Commas (RP)</i></p> <p>Composition/Speaking and Listening/Research: How-to Essay (6.C.1.4) <i>How-to Essay (RP)</i> Class Discussion (K12.EE.4.1) <i>Class Discussion (RP)</i></p>		<p>Text Selection(s): How Smart Are Animals?</p> <p>Genre/Lexile: Science Article</p> <p>Genre/Text Elements: Purpose and Organization (6.R.2.1)</p> <p>Comprehension Strategy: Monitor Comprehension: Reread (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.1) (<i>evaluate, observing, investigation, phenomenon, interpret, measurable</i>) Spelling Patterns (6.V.1.3) <i>Spelling Patterns: The f sound (RP)</i></p> <p>Convention and Composition Options: Author's Craft/Conventions: Central Idea and Supporting Evidence (6.R.2.2) <i>Central Idea and Supporting Evidence (RP)</i></p> <p>Composition/Speaking and Listening/Research: Compare-and-Contrast Essay (K12.EE.1.1; 6.R.2.3; 6.C.1.4)</p>	
Teacher Table				

**Teacher-Led Group:**

*Author's Purpose and Message (RP)

*Purpose and Organization (RP)

Peer-Group Learning/Independent**MyPerspectives+:****Independent Learning:**

A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)

The Secret Life of the Dog (British Broadcasting Corporation)

All the Pretty Ponies (Oscar Casares)

The Girl Who Gets Gifts From Birds (Katy Sewall)

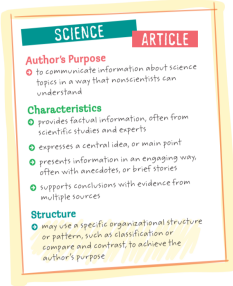
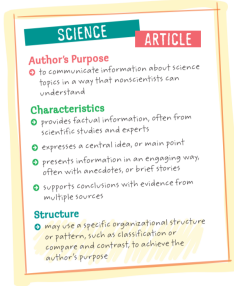
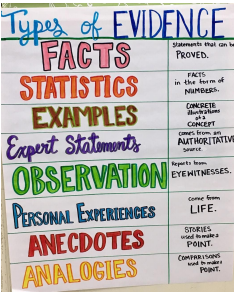
Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)

Technology**Technology:**

IXL Suggestions **from How Smart Are Animals?**

[Distinguishing Facts From Opinions](#) (F94)

[Select and Use Text Features](#) (BKP)

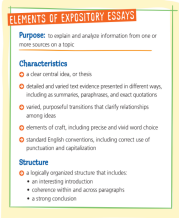





Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 	Assessment(s): Exit Tickets	Anchor Chart(s):  	Assessment(s): Exit Tickets	

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

<p>Text Selection(s): How Smart Are Animals?</p> <p>Genre/Lexile: Science Article</p> <p>Genre/Text Elements: Purpose and Organization (6.R.2.1)</p> <p>Comprehension Strategy: Monitor Comprehension: Reread (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.1) (<i>evaluate, observing, investigation, phenomenon, interpret, measurable</i>) Spelling Patterns (6.V.1.3) <i>Spelling Patterns: The f sound (RP)</i></p> <p>Convention and Composition Options: Author's Craft/Conventions: Central Idea and Supporting </p>	<p>Text Selection(s): So What Is a Primate?</p> <p>Genre/Lexile: Media: Science Article</p> <p>Genre/Text Elements: Purpose and Organization (6.R.2.1)</p> <p>Comprehension Strategy: Generate Questions (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>agile, prehensile, sensitive, keen, opposable, intelligent</i>) Multiple Meaning Words (6.V.1.3) <i>Multiple Meaning Words (RP)</i></p> <p>Convention and Composition Options: Author's Craft/Conventions: Text Features: Introductions and Acknowledgements (6.R.2.1) <i>Introductions and</i> </p>	
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Evidence (6.R.2.2) <i>Central Idea and Supporting Evidence (RP)</i> Composition/Speaking and Listening/Research: Compare-and-Contrast Essay (K12.EE.1.1; 6.R.2.3; 6.C.1.4)	Acknowledgements (RP) Composition/Speaking and Listening/Research: Compare-and-Contrast Essay (K12.EE.1.1; 6.R.2.3; 6.C.1.4)	
Teacher Table		
Teacher-Led Group: *Purpose and Organization (RP)		
Peer-Group Learning/Independent		
MyPerspectives+: Independent Learning: A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios) The Secret Life of the Dog (British Broadcasting Corporation) All the Pretty Ponies (Oscar Casares) The Girl Who Gets Gifts From Birds (Katy Sewall) Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner) Technology: BrainPop: Primates (Review/Graded Quiz)		
Technology		
Technology: IXL Suggestions from How Smart are Animals?: O.1 Distinguish Facts from Opinions Select and Use Text Features		

Week 12: 10/30/2023-11/03/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Assessment(s): Unit 2 Test 1 (Stickeen, Heroism, Heroic Dog)		Anchor Chart(s): 		Rubric: Expository Rubric
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Assessment(s): Unit 2 Test 1 (Stickeen, Heroism, Heroic Dog)	Reteach/Remediate/Practice Skills for Unit 2 Test 1 Assessment	Performance Task: Write an Expository Essay Composition/Speaking and Listening/Research: Expository Essay (K12.EE.5.1; K12.EE.6.1; 6.C.1.4; 6.C.1.5; 6.C.3.1; 6.C.5.1; 6.C.5.2) <div data-bbox="869 932 1140 1242">  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students think about the assignment. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What type of writing are you assigned? • What is the purpose of your assignment (other than because it was an assignment)? • Think about who will read this. Do they already have some knowledge of the topic? • What sources do you plan to consult? • What is one interesting or surprising fact that you already know about this topic? </div>	Planning and Prewriting: <div data-bbox="1255 630 1526 948">  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students make their plans. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • How will you open your essay? • In one sentence, what is your central idea? • Will you mainly use classification structure or comparison-and-contrast structure? Can you use both? • How will you integrate evidence to support your ideas? • What idea do you want to leave your readers with in your conclusion? </div> Drafting: <div data-bbox="1255 1024 1526 1343">  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students are drafting. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What is your central idea? • Can you show me the question you have asked? What about it will spark readers' curiosity? • Can you use a more precise word or phrase here to make this detail more vivid? • What's another detail you could provide to make this scene come alive for the reader? • Can you be more specific here? </div>	Revising: <div data-bbox="1644 630 1904 948">  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students revise their essays. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • Which elements of your essay are you most satisfied with? • Which elements did you feel required the most revision? • Can you show me two places where you revised your draft? • What information do you think will surprise the reader the most? • Where might using a transitional phrase help connect the ideas in two sentences? • Is this word too broad or vague? Can you choose one that's more specific? • Do you think you have included enough evidence in your essay? </div> Editing: <div data-bbox="1644 1008 1904 1326">  <p>QUICK CONFERENCE</p> <p>Circulate through the room as students edit their essays. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What errors did you find most often? • Try reading this sentence aloud. Does the grammar sound correct? • How are you going about your editing? Try looking for one type of error at a time. • Can you show me something you changed when editing? </div>
Teacher Table				
Teacher-Led Group: Reteach and Remediation for Assessment and Performance Task				

Peer-Group Learning/Independent

MyPerspectives+:

Independent Learning:

A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)
The Secret Life of the Dog (British Broadcasting Corporation)
All the Pretty Ponies (Oscar Casares)
The Girl Who Gets Gifts From Birds (Katy Sewall)
Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)

Technology

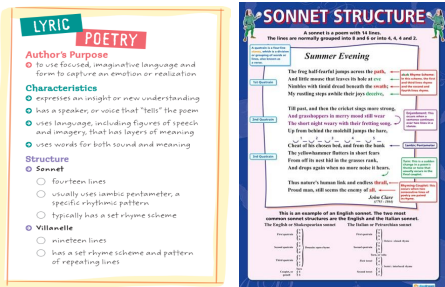
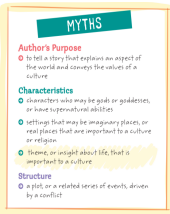


Technology:




IXL Suggestions **from So What Is A Primate?:**

E.4 Identify Text Structures
E.1 Compare and Contrast in Informational Texts
L.1 Compare Information from Two Texts
V.3 Which Sentence Matches the Definition?


IXL Suggestions **for Expository Essay:**

[Choose the Best Topic Sentence](#) (6D5)
[Choose the Best Concluding Sentence](#) (GE7)
N.3 Transitions with Conjunctive Adverbs
C.2 Which Sentence is More Formal?
[Remove the Sentence that Does Not Belong](#)
CC.7 Is It a Complete Sentence?
Q.1 Use the Correct Frequently Confused Word

Monday	Tuesday	Wednesday	Thursday	Friday - NO SCHOOL
Anchor Chart(s): 		Assessment(s): Exit Tickets	Anchor Chart(s):  Assessment(s):	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Sonnet; I Understand - a Villanelle Genre/Lexile: Lyric Poetry Genre/Text Elements: Poetic Forms and Meaning (6.R.1.4) Comprehension Strategy: Create Mental Images (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Anglo-Saxon Suffix: -ship (6.V.1) <i>Anglo-Saxon Suffix: -ship (RP)</i> Convention and Composition Options: Author's Craft/Conventions: Speaker and Theme (6.R.1.2) <i>Speaker and Theme (RP)</i> Composition/Speaking and Listening/Research: Illustrate and Present a Poem (6.C.5.1) <i>Illustration (RP)</i>			Text Selection(s): The Tale of the Hummingbird Genre/Lexile: Media: Myth Genre/Text Elements: Multiple Themes (6.R.1.2) Comprehension Strategy: Evaluate Details and Determine Key Ideas (K12.EE.2.1) Vocabulary/Word Study: Reference Materials (6.V.1.3) Synonyms (6.V.1.3) Synonyms (RP) Convention and Composition Options: Author's Craft/Conventions: Sentence Structures (6.C.3.1) <i>Sentence Structures (RP)</i>	

	Composition/Speaking and Listening/Research: Research Report (6.C.4.1; 6.C.5.1; 6.C.5.2) <i>Research Report (RP)</i>	
Teacher Table		
Teacher-Led Group: *Poetic Forms and Meaning (RP) *Multiple Themes (RP)		
Peer-Group Learning/Independent		
MyPerspectives+: Independent Learning: A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios) The Secret Life of the Dog (British Broadcasting Corporation) All the Pretty Ponies (Oscar Casares) The Girl Who Gets Gifts From Birds (Katy Sewall) Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)		
Technology		
Technology: IXL Suggestions from Sonnet and I Understand - A Villanelle: Z.1 Find Words Using Context G.2 Label the Rhyme Scheme		

Week 14: 11/13/2023-11/17/2023

Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period
Anchor Chart(s): 	Assessment(s): Unit 2 Test 2 (Reuben Bright & How Deer Got His Horns)	Reteach/Remediate/Practice Skills for Unit 2 Test 2 Assessment	Rubric Expository Rubric	

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

<p>Text Selection(s): The Tale of the Hummingbird</p> <p>Genre/Lexile: Media: Myth</p> <p>Genre/Text Elements: Multiple Themes (6.R.1.2)</p> <p>Comprehension Strategy: Evaluate Details and Determine Key Ideas (K12.EE.2.1)</p> <p>Vocabulary/Word Study: Reference Materials (6.V.1.3) Synonyms (6.V.1.3) Synonyms (RP)</p> <p>Convention and Composition Options: Author's Craft/Conventions: Sentence Structures (6.C.3.1) Sentence Structures (RP)</p>	Assessment(s): Unit 2 Test 2 (Reuben Bright & How Deer Got His Horns)	Reteach/Remediate/Practice Skills for Unit 2 Test 2 Assessment	<p><i>Expository Writing - Test Prep Workbook</i> <i>Writing Test Bank 1</i></p> <p>Composition/Speaking and Listening/Research: Expository Essay (K12.EE.5.1; K12.EE.6.1; 6.C.1.4; 6.C.1.5; 6.C.3.1; 6.C.5.1; 6.C.5.2)</p> <div data-bbox="1247 1078 1520 1386"> <p>QUICK CONFERENCE</p> <p>Circulate through the room as students think about the assignment. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What type of writing are you assigned? • What is the purpose of your assignment (other than because it was an assignment)? • Think about who will read this. Do they already have some knowledge of the topic? • What sources do you plan to consult? • What is one interesting or surprising fact that you already know about this topic? </div>	<p>Planning and Prewriting:</p> <div data-bbox="1625 696 1908 1013"> <p>QUICK CONFERENCE</p> <p>Circulate through the room as students make their plans. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • How will you open your essay? • In one sentence, what is your central idea? • Will you mainly use classification structure or comparison-and-contrast structure? Can you use both? • How will you integrate evidence to support your ideas? • What idea do you want to leave your readers with in your conclusion? </div> <p>Drafting:</p> <div data-bbox="1625 1086 1908 1403"> <p>QUICK CONFERENCE</p> <p>Circulate through the room as students are drafting. Here are questions you can use to confer with students:</p> <ul style="list-style-type: none"> • What is your central idea? • Can you show me the question you have asked? What about it will spark readers' curiosity? • Can you use a more precise word or phrase here to make this detail more vivid? • What's another detail you could provide to make this scene come alive for the reader? • Can you be more specific here? </div>
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Composition/Speaking and Listening/Research: Research Report (6.C.4.1; 6.C.5.1; 6.C.5.2) <i>Research Report (RP)</i>				
Teacher Table				
Teacher-Led Group: *Multiple Themes (RP) *Author's Purpose and Central Idea (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning: A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios) The Secret Life of the Dog (British Broadcasting Corporation) All the Pretty Ponies (Oscar Casares) The Girl Who Gets Gifts From Birds (Katy Sewall) Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)				
Technology				
Technology: IXL Suggestions from The Tale of the Hummingbird: Use Key Details to Determine the Main Idea B.1 Match the Quotations with Their Names BB.5 Use Thesaurus Entries CC.8 Identify Dependent and Independent Clauses				

Week 15: 11/20/2023-11/24/2023

Monday

Tuesday

Wednesday - NO SCHOOL

Thursday - Thanksgiving

Friday - NO SCHOOL

Rubric

Expository Rubric

Assessment(s): Writing
Assessment



Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Planning and Prewriting:

QUICK CONFERENCE

Circulate through the room as students make their plans. Here are questions you can use to confer with students:

- How will you open your essay?
- In one sentence, what is your central idea?
- Will you mainly use classification structure or comparison-and-contrast structure? Can you use both?
- How will you integrate evidence to support your ideas?
- What idea do you want to leave your readers with in your conclusion?

Revising:

QUICK CONFERENCE

Circulate through the room as students revise their essays. Here are questions you can use to confer with students:

- Which elements of your essay are you most satisfied with?
- Which elements did you feel required the most revision?
- Can you show me two places where you revised your draft?
- What information do you think will surprise the reader the most?
- Where might using a transitional phrase help connect the ideas in two sentences?
- Is this word too broad or vague? Can you choose one that's more specific?
- Do you think you have included enough evidence in your essay?



Drafting:

QUICK CONFERENCE

Circulate through the room as students are drafting. Here are questions you can use to confer with students:

- What is your central idea?
- Can you show me the question you have asked? What about it will spark readers' curiosity?
- Can you use a more precise word or phrase here to make this detail more vivid?
- What's another detail you could provide to make this scene come alive for the reader?
- Can you be more specific here?

Editing:

QUICK CONFERENCE

Circulate through the room as students edit their essays. Here are questions you can use to confer with students:

- What errors did you find most often?
- Try reading this sentence aloud. Does the grammar sound correct?
- How are you going about your editing? Try looking for one type of error at a time.
- Can you show me something you changed when editing?

Teacher Table

Teacher-Led Group: Reteach/Remediate/Practice Skills for Unit 2 Assessment



Peer-Group Learning/Independent

MyPerspectives+:**Independent Learning:**

A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)

The Secret Life of the Dog (British Broadcasting Corporation)

All the Pretty Ponies (Oscar Casares)

The Girl Who Gets Gifts From Birds (Katy Sewall)

Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)

**Technology****Technology:**

IXL Suggestions **for Expository Essay:**

[Choose the Best Topic Sentence](#)

[Choose the Best Concluding Sentence](#)

N.3 Transitions with Conjunctive Adverbs

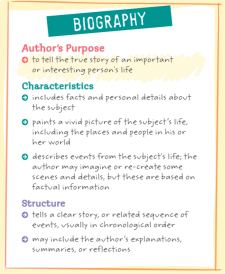
C.2 Which Sentence is More Formal?

[Remove the Sentence that Does Not Belong](#)

CC.7 Is It a Complete Sentence?

Q.1 Use the Correct Frequently Confused Word



Week 16: 11/27/2023-12/01/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):  <p>BIOGRAPHY</p> <p>Author's Purpose</p> <ul style="list-style-type: none"> to tell the true story of an important or interesting person's life <p>Characteristics</p> <ul style="list-style-type: none"> includes facts and personal details about the subject presents a vivid picture of the subject's life, including the places and people in his or her world describes events from the subject's life; the author may imagine or re-create some scenes and details, but these are based on factual information <p>Structure</p> <ul style="list-style-type: none"> tells a clear story, or related sequence of events, usually in chronological order may include the author's explanations, summaries, or reflections 			Assessment(s): Writing Assessment	Reteach/Remediate/Practice Skills for Unit 2 Test 3
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Black Cowboy, Wild Horses Genre/Lexile: Biography Genre/Text Elements: Author's Purpose and Central Idea (6.R.2; 6.R.2.2) Comprehension Strategy: Paraphrase (6.R.3.2) Vocabulary/Word Study: Context Clues (6.V.1.3) Multiple-Meaning Words (6.V.1.3) <i>Multiple-Meaning Words (RP)</i> Convention and Composition Options: Author's Craft/Conventions: Figurative Language (6.R.3.1) <i>Figurative Language (RP)</i> Composition/Speaking and Listening/Research: Informative Report (6.C.1.4; 6.C.4.1; 6.C.5.1) <i>Informative Report (RP)</i> Review Skills for Unit 2 Assessment			Assessment(s): Unit 2 Test 3 (Barbara McClintock Jumping Genes)	Reteach/Remediate/Practice Skills for Unit 2 Test 3
Teacher Table				
Teacher-Led Group: Unit 2 Assessment Reteach/Remediate/Practice Skills for Unit 2				
Peer-Group Learning/Independent				

MyPerspectives+:

Independent Learning:

A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)

The Secret Life of the Dog (British Broadcasting Corporation)

All the Pretty Ponies (Oscar Casares)

The Girl Who Gets Gifts From Birds (Katy Sewall)

Pet Therapy: How Animals and Humans Heal Each Other (Julie Rovner)

Technology:

BrainPop: Biography (Review and Graded Quiz)

Technology

Technology:

IXL Suggestions **for Black Cowboy, Wild Horses:**

Z.2 Determine the Meaning of Words Using Synonyms in Context

[Determine the Meanings of Similes](#)

F.3 Interpret Figures of Speech

GRADE 6! UNIT 3: Technology and Society		INSTRUCTIONAL MODEL	
<p>Essential Question: Is technology helpful or harmful to society?</p> <p>Resiliency Standards:</p> <p>HE.68.R.2.4: Monitor progress toward attaining a personal goal.</p> <p>HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.</p> <p>HE.68.R.2.9: Identify healthy responses to negative peer pressure.</p>		<div><div></div><div>WHOLE-CLASS LEARNING</div><div></div><div>ASSESSMENTS</div><div></div><div>TEACHER-LED</div><div></div><div>PEER-GROUP LEARNING/INDEPENDENT</div><div></div><div>TECHNOLOGY</div></div>	
<p>Unit Overview: In this unit, students will read about technology and how it has helped and harmed society.</p>			
<p>Unit Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Read selections that express different points of view about technology and society, and develop my own perspective.• Understand and use academic vocabulary words related to arguments.• Recognize elements of different genres, especially science fiction, news articles, and argument.• Read a selection of their choice independently and make meaningful connections to other texts.• Write a focused, well-organized argumentative essay.• Complete Timed Writing tasks with confidence.• Participate effectively in a debate.			
<p>Selections & Media</p> <p>Mentor Text</p> <ul style="list-style-type: none">• Argument: That's Not Progress! (910L) <p>Whole-Class Learning</p> <ul style="list-style-type: none">• Science Fiction: <i>Feathered Friend</i>, Arthur C. Clarke (1100L)• Informational Article: <i>The Biometric Body</i>, Kathiann M. Kowalski (970L)• Argument: <i>Biometrics Are Not Better</i>, Reuben Lorre (960L)• Media, Video: <i>The Internet of Things</i>, IBM Social Media <p>Peer-Group Learning</p> <ul style="list-style-type: none">• Reflective Essay: <i>Is Our Gain Also Our Loss?</i> Cailin Loesch (1180L)• Argumentative Essay: <i>The Black Hole of Technology</i>, Leena Khan (980L)• Science Fiction: <i>The Fun They Had</i>, Isaac Asimov (750L)• Media, Photo Essay: <i>Mexico's Abandoned Railways and the SEFT-1</i>, Ivan Puig Domene and Andres Padila Domene		<p>Independent Learning</p> <ul style="list-style-type: none">• News Article: <i>7-Year-Old Girl Gets New Hand From 3-D Printer</i>, John Rogers (860L)• News Article: <i>High-Tech Backpacks Open World of Whales...</i>, Associated Press (1260L)• Poetry: <i>All Watched Over Sonnet, Without Salmon</i>: Richard Braurigan Sherman Alexie (NP)• News Article: <i>Teen Researchers Defend Media Multitasking</i>: Sumathi Reddy (1370L)	
<p>Savvas Performance-Based Assessment</p> <p>*Feathered Friend Selection Test</p> <p>*The Biometric Body Selection Test</p> <p>*Biometrics Are Not Better Selection Test</p> <p>*Is Our Gain Also Our Loss? Selection Test</p>		<p>Suggested Alternative Assessment</p> <p>Unit 3 Assessment (Edulastic)</p> <p>Unit Reflection</p> <p>Students will reflect on the unit goals, learning strategies, the texts</p>	

		they read, and the Essential Question.
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Week 17: 12/04/2023-12/08/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Assessment(s): Exit Tickets	Anchor Chart(s): <div><div>SCIENCE FICTION</div><div>Author's Purpose<ul style="list-style-type: none">to tell an imaginative storyCharacteristics<ul style="list-style-type: none">a setting with imaginary elements, such as the future or another planeta plot and setting that feature elements of science or technologya theme, or message, about lifecharacters that may be non-human, such as robots or aliensdialogue that reflects the imaginary setting and technologyStructure<ul style="list-style-type: none">a plot, or sequence of related events, that involves technology or science</div></div>	Assessment(s): Exit Tickets	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Mentor Text: That's Not Progress Genre: Argument Vocabulary/Word Study: Academic Vocabulary (6.V.1.1; 6.V.1.2) Convention and Composition Options: Composition/Speaking and Listening/Research: Summary (K12.EE.4.1; 6.R.3; 6.C.1)		Text Selection(s): Feathered Friend Genre/Lexile: Science Fiction Genre/Text Elements: Multiple Themes (6.R.1.2) Comprehension Strategy: Generate Questions (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>pathetically, distressed, mournfully, apologetically, lamented</i>) Greek Root: -path- (6.V.1.2) Greek Root: -path- (RP) Convention and Composition Options: Author's Craft/Conventions: Setting, Characters, and Plot (6.R.1.1) <i>Setting, Characters, and Plot (RP)</i> Composition/Speaking and Listening/Research: Argumentative Essay (6.C.1.3) <i>Argumentative Essay (RP)</i> Multimedia Presentation (6.C.2.1; 6.C.4.1; 6.C.5.1; 6.C.5.2) <i>Multimedia Presentation (RP)</i>		
Teacher Table				
Teacher-Led Group: *Multiple Themes (RP)				
Peer-Group Learning/Independent				

MyPerspectives +

Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers)

High-Tech Backpacks Open World of Whales... (Associated Press)

All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie)

Teen Researchers Defend Media Multitasking (Sumathi Reddy)

Bored....and Brilliant? (NPR)

Technology

Technology:

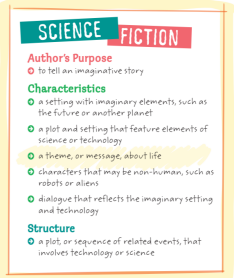
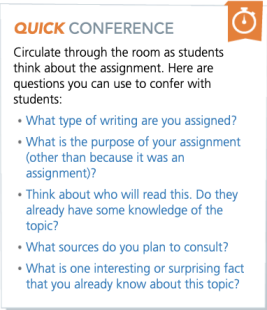
IXL Suggestions: for **Feathered Friend**

B2 Determine the themes of short stories

T3 Use words as clues to the meanings of Greek and Latin roots

[Identify an author's statement of opinion](#)

O2 Choose evidence to support a claim

Week 18: 12/11/2023-12/15/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 	Assessment(s): Unit 3 Test 1 (Take Another Look & Looking Back)	Remediate Unit 3 Test 1	Anchor Chart(s):	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): Feathered Friend Genre/Lexile: Science Fiction Genre/Text Elements: Multiple Themes (6.R.1.2) Comprehension Strategy: Generate Questions (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (<i>pathetically, distressed, mournfully, apologetically, lamented</i>) Greek Root: -path- (6.V.1.2) Greek Root: -path- (RP) Convention and Composition Options: Author's	Assessment(s): Unit 3 Test 1 (Take Another Look & Looking Back)	Remediate Unit 3 Test 1	Expository Writing - Test Prep Workbook Writing Test Bank 2 Composition/Speaking and Listening/Research: Expository Essay (K12.EE.5.1; K12.EE.6.1; 6.C.1.4; 6.C.1.5; 6.C.3.1; 6.C.5.1; 6.C.5.2) 	

<p>Craft/Conventions: Setting, Characters, and Plot (6.R.1.1) <i>Setting, Characters, and Plot (RP)</i></p> <p>Composition/Speaking and Listening/Research: Argumentative Essay (6.C.1.3) <i>Argumentative Essay (RP)</i> Multimedia Presentation (6.C.2.1; 6.C.4.1; 6.C.5.1; 6.C.5.2) <i>Multimedia Presentation (RP)</i></p>			
Teacher Table			
Teacher-Led Group: *Multiple Themes (RP) *Development of Argument (RP)			
Peer-Group Learning/Independent			
MyPerspectives+: Independent: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers) High-Tech Backpacks Open World of Whales... (Associated Press) All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie) Teen Researchers Defend Media Multitasking (Sumathi Reddy) Bored....and Brilliant? (NPR)			
Technology			
Technology:			

Week 19: 12/18/2023-12/22/2023

Monday

Tuesday

Wednesday

Thursday - End of Grading
Period

Friday - NO SCHOOL

Anchor Chart(s): N/A

Assessment(s): Rubric
Expository Rubric



Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Planning and Prewriting:

QUICK CONFERENCE



Circulate through the room as students make their plans. Here are questions you can use to confer with students:

- How will you open your essay?
- In one sentence, what is your central idea?
- Will you mainly use classification structure or comparison-and-contrast structure? Can you use both?
- How will you integrate evidence to support your ideas?
- What idea do you want to leave your readers with in your conclusion?

Revising:

QUICK CONFERENCE



Circulate through the room as students revise their essays. Here are questions you can use to confer with students:

- Which elements of your essay are you most satisfied with?
- Which elements did you feel required the most revision?
- Can you show me two places where you revised your draft?
- What information do you think will surprise the reader the most?
- Where might using a transitional phrase help connect the ideas in two sentences?
- Is this word too broad or vague? Can you choose one that's more specific?
- Do you think you have included enough evidence in your essay?

Revising:

QUICK CONFERENCE



Circulate through the room as students revise their essays. Here are questions you can use to confer with students:

- Which elements of your essay are you most satisfied with?
- Which elements did you feel required the most revision?
- Can you show me two places where you revised your draft?
- What information do you think will surprise the reader the most?
- Where might using a transitional phrase help connect the ideas in two sentences?
- Is this word too broad or vague? Can you choose one that's more specific?
- Do you think you have included enough evidence in your essay?

Expository Writing Intensive
Review



Drafting:

QUICK CONFERENCE



Circulate through the room as students are drafting. Here are questions you can use to confer with students:

- What is your central idea?
- Can you show me the question you have asked? What about it will spark readers' curiosity?
- Can you use a more precise word or phrase here to make this detail more vivid?
- What's another detail you could provide to make this scene come alive for the reader?
- Can you be more specific here?

Editing:

QUICK CONFERENCE



Circulate through the room as students edit their essays. Here are questions you can use to confer with students:

- What errors did you find most often?
- Try reading this sentence aloud. Does the grammar sound correct?
- How are you going about your editing? Try looking for one type of error at a time.
- Can you show me something you changed when editing?

Editing:

QUICK CONFERENCE




Circulate through the room as students edit their essays. Here are questions you can use to confer with students:

- What errors did you find most often?
- Try reading this sentence aloud. Does the grammar sound correct?
- How are you going about your editing? Try looking for one type of error at a time.
- Can you show me something you changed when editing?

Text Selection(s): Biometrics
Are Not Better

Genre/Lexile: Argument

Genre/Text Elements:

<p>Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4; 6.R.3.4)</p> <p>Comprehension Strategy: Synthesize Information (K12.EE.2.1; 6.R.3)</p> <p>Vocabulary/Word Study: Concept Vocabulary (security, vulnerabilities, exploiting, bypassed, breaches, hacked) (6.V.1.3) Multiple-Meaning Words Multiple-Meaning Words (RP)</p> <p>Convention and Composition Options: Author's Craft/Conventions: Prepositions and Prepositional Phrases (6.C.3.1) <i>Prepositions and Prepositional Phrases (RP)</i></p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (6.C.1.4)</p>				
Teacher Table				
<p>Teacher-Led Group: *Writing Process</p>				
Peer-Group Learning/Independent				

MyPerspectives+:

Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers)

High-Tech Backpacks Open World of Whales... (Associated Press)

All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie)

Teen Researchers Defend Media Multitasking (Sumathi Reddy)

Bored....and Brilliant? (NPR)



Technology

Technology:

IXL Suggestions **for Expository Essay:**

[Choose the Best Topic Sentence](#) (6D5)

[Choose the Best Concluding Sentence](#) (GE7)

N.3 Transitions with Conjunctive Adverbs

C.2 Which Sentence is More Formal?

[Remove the Sentence that Does Not Belong](#)


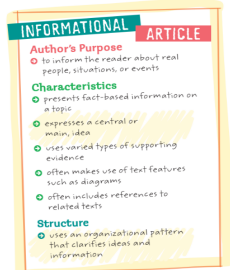
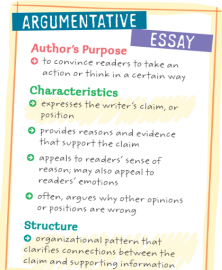

CC.7 Is It a Complete Sentence?

Q.1 Use the Correct Frequently Confused Word



Quarter 3

Week 20: 01/08/2024-01/12/2024

Week 20: 01/08/2024-01/12/2024				
Monday - Planning	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s): 		Assessment(s): Exit Tickets	Anchor Chart(s): 
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	<p>Text Selection(s): The Biometric Body</p> <p>Genre/Lexile: Informative Article</p> <p>Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4; 6.R.3.4)</p> <p>Comprehension Strategy: Evaluate Details to Determine Central Ideas (K12.EE.2.1; 6.R.2.2)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>fraud, disguise, masquerade, criminals, forged, impostor</i>) (6.V.1.3) Synonyms and Nuance (6.V.1.3) <i>Synonyms and Nuance (RP)</i></p> <p>Convention and Composition Options:</p> <p>Author's Craft/Conventions: References in Informational Writing (6.R.2.1) <i>References in Informational Writing (RP)</i></p> <p>Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (6.C.1.4)</p>			<p>Text Selection(s): Biometrics Are Not Better</p> <p>Genre/Lexile: Argument</p> <p>Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4; 6.R.3.4)</p> <p>Comprehension Strategy: Synthesize Information (K12.EE.2.1; 6.R.3)</p> <p>Vocabulary/Word Study: Concept Vocabulary (<i>security, vulnerabilities, exploiting, bypassed, breaches, hacked</i>) (6.V.1.3) Multiple-Meaning Words <i>Multiple-Meaning Words (RP)</i></p>
Teacher Table				



Teacher-Led Group: *Claim and Organizational Pattern

Peer-Group Learning/Independent



MyPerspectives+:

Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers)
High-Tech Backpacks Open World of Whales... (Associated Press)
All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie)
Teen Researchers Defend Media Multitasking (Sumathi Reddy)
Bored....and Brilliant? (NPR)

Technology



IXL Suggestions for **The Biometric Body**


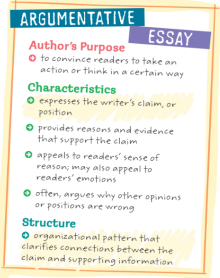

H3 Read about science and nature

P1 Identify appeals to ethos, pathos, and logos in advertisements

X1 Describe the difference between related words

R1 Recognize the parts of a Works Cited entry (MLA 8th–9th editions) AV7

Week 21: 01/15/2024-01/19/2024

Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s): 		Assessment(s): Unit 3 Test 2	Remediate Unit 3 Test 2
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Text Selection(s): Biometrics Are Not Better Genre/Lexile: Argument Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4; 6.R.3.4) Comprehension Strategy: Synthesize Information (K12.EE.2.1; 6.R.3) Vocabulary/Word Study: Concept Vocabulary (security, vulnerabilities, exploiting, bypassed, breaches, hacked) (6.V.1.3) Multiple-Meaning Words Multiple-Meaning Words (RP)	Text Selection(s): Biometrics Are Not Better Genre/Lexile: Argument Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4; 6.R.3.4) Comprehension Strategy: Synthesize Information (K12.EE.2.1; 6.R.3) Vocabulary/Word Study: Concept Vocabulary (security, vulnerabilities, exploiting, bypassed, breaches, hacked) (6.V.1.3) Multiple-Meaning Words Multiple-Meaning Words (RP)	Assessment(s): Unit 3 Test 2	Remediate Unit 3 Test 2
Teacher Table				

**Teacher-Led Group:**

*Claim and Organizational Pattern

Peer-Group Learning/Independent**MyPerspectives+:**

Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers)

High-Tech Backpacks Open World of Whales... (Associated Press)

All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie)

Teen Researchers Defend Media Multitasking (Sumathi Reddy)

Bored....and Brilliant? (NPR)

Technology**Technology:**

IXL Suggestions for **Biometrics are Better**

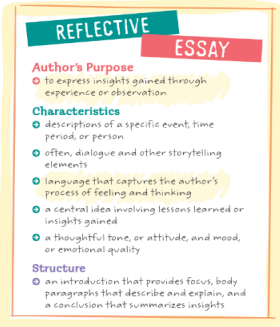
I1 Trace an argument

L1 Compare information from two texts

KK1 Identify prepositions

KK2 Identify prepositions and their objects

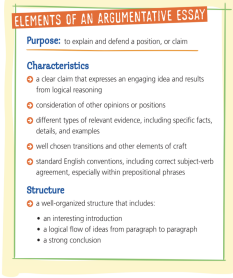
KK3 Identify prepositional phrases

Week 22: 01/22/2024-01/26/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): N/A	Anchor Chart(s): <div></div>	Assessment(s): Exit Ticket	Anchor Chart(s):	Assessment(s): Exit Ticket
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Internet of Things Genre/Lexile: Media: Video Genre/Text Elements: Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Media Vocabulary (images/graphics, animation, audio, voiceover, narrator) Convention and Composition Options: Author's Craft/Conventions: Composition/Speaking and Listening/Research:	Text Selection(s): Is Our Gain Also Our Loss? Genre/Lexile: Reflective Essay Genre/Text Elements: Author's Purpose and Message (6.R.2; 6.R.3.1) Comprehension Strategy: Make Connections (K12.EE.2.1) Vocabulary/Word Study: Base Words and Context (6.V.1.3) Latin Suffix: -ation (6.V.1.2) Convention and Composition Options: Author's Craft/Conventions: Relative Clauses (6.C.3.1) Composition/Speaking and Listening/Research: Group Discussion (K12.EE.4.1)	Text Selection(s): The Black Hole of Technology Genre/Lexile: Argumentative Essay Genre/Text Elements: Claim, Evidence, and Audience (6.R.2.4) Comprehension Strategy: Summarize (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Multiple-Meaning Words (6.V.1.3) Convention and Composition Options: Author's Craft/Conventions: Rhetorical Devices and Logical Fallacies (6.R.2.4; 6.R.3.4) Composition/Speaking and Listening/Research: Summary of Research Findings (6.C.4.1)		

Summary (6.R.3) Oral Report (6.C.2.1)		
Teacher Table		
Teacher-Led Group: RP Claim, Evidence, and Audience		
Peer-Group Learning/Independent		
MyPerspectives+: Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers) High-Tech Backpacks Open World of Whales... (Associated Press) All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie) Teen Researchers Defend Media Multitasking (Sumathi Reddy) Bored....and Brilliant? (NPR)		
Technology		
Technology: IXL Suggestions for The Internet of Things M2 Read graphic organizers O1 Distinguish facts from opinions IXL Suggestions for Is Our Gain Also Our Loss? C1 Identify the author's purpose FF10 Use relative pronouns: who, whom, whose, which, and that JJ4 Use relative adverbs IXL Suggestions for The Black Hole of Technology O6 Classify logical fallacies U4 Find antonyms in context		

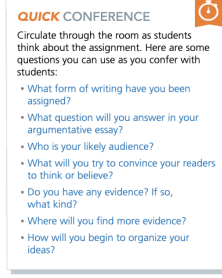
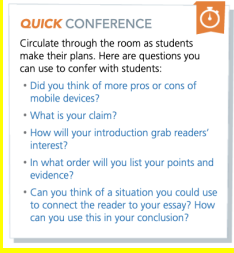
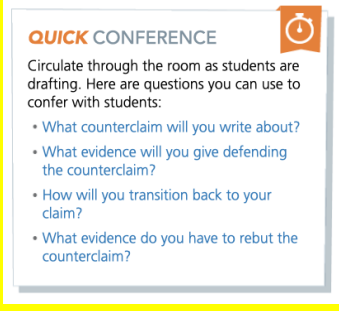
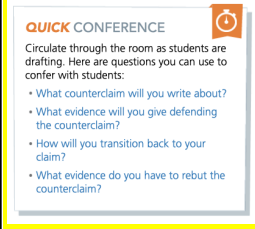
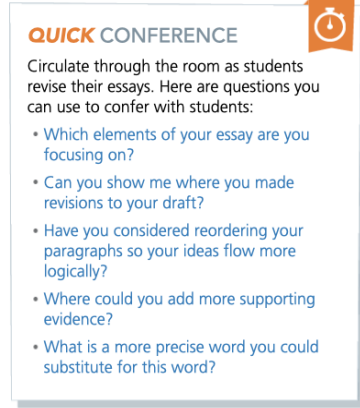
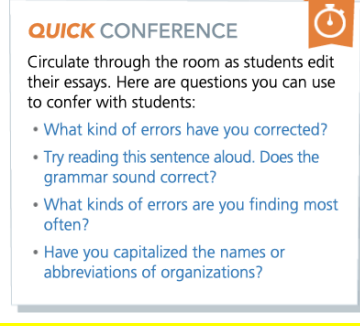
Week 23: 01/29/2024-02/02/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Assessment(s): Unit 3 Test 2 (Feeding Hungry Students, End Food Waste, Pioneer Park, "Game On" for Good Study Habits)	Remediate Unit 3 Test 2	Anchor Chart(s):	Assessment(s): Exit Ticket
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Black Hole of Technology Genre/Lexile: Argumentative Essay Genre/Text Elements: Claim, Evidence, and Audience (6.R.2.4) Comprehension Strategy: Summarize (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Multiple-Meaning Words (6.V.1.3) Convention and Composition Options: Author's Craft/Conventions: Rhetorical Devices and Logical Fallacies (6.R.2.4; 6.R.3.4) Composition/Speaking and Listening/Research: Summary of Research	Assessment(s): Unit 3 Test 2 (Feeding Hungry Students, End Food Waste, Pioneer Park, "Game On" for Good Study Habits)	Remediate Unit 3 Test 2	Text Selection(s): The Fun They Had Genre/Lexile: Science Fiction Genre/Text Elements: Setting, Character, and Plot Development (6.R.1.1) Comprehension Strategy: Make Inferences (K12.EE.3.1) Vocabulary/Word Study: Context Clues (6.V.1.3) The <i>sh</i> Sound	

Findings (6.C.4.1)			
Teacher Table			
Teacher-Led Group: Remediation for Unit Test			
Peer-Group Learning/Independent			
MyPerspectives+: Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers) High-Tech Backpacks Open World of Whales... (Associated Press) All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie) Teen Researchers Defend Media Multitasking (Sumathi Reddy) Bored....and Brilliant? (NPR)			
Technology			
Technology: IXL Suggestions for The Fun They Had Z4 Use context to identify the meaning of a word Draw inferences from a text QQ4 Formatting quotations and dialogue			


Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 				Assessment(s): Argumentative Writing Assessment

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Performance Task: Write an Argumentative Essay Composition/Speaking and Listening/Research: Argumentative Essay (K12.EE.6.1; 6.C.1.3; 6.C.1.5; 6.C.2.1; 6.C.3.1; 6.C.5.1; 6.C.5.2) Assignment Questions:  Performance Task:	Planning and Prewriting:  Drafting 	Drafting 	Revising:  Editing: 	Publishing and Presenting
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Debate				
Composition/Speaking and Listening/Research: Debate (K12.EE.4.1; K12.EE.6.1; 6.C.1.3; 6.C.2.1)				
Teacher Table				
Teacher-Led Group: Unit 3 Assessment Reteach/Remediate/Practice Skills for Unit 3				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning: 7 Year-Old Girl New Hand From 3-D Printer (John Rogers) High-Tech Backpacks Open World of Whales... (Associated Press) All Watched Over...*Sonnet, Without Salmon (Richard Brautigan, Sherman Alexie) Teen Researchers Defend Media Multitasking (Sumathi Reddy) Bored....and Brilliant? (NPR)				
Technology				
Technology: IXL Suggestions for Writing an Argumentative Essay O3 Identify supporting details in informational texts O5 Identify counterclaims Q4 Correct errors in everyday use KK4 Prepositions: review OO3 Commas with direct addresses, introductory words, interjections, and interrupters PP1 Correct capitalization errors				

GRADE 6 UNIT 4: The Power of Imagination		INSTRUCTIONAL MODEL	
Essential Question: What is the purpose of imagination? Resiliency Standards: HE.68.R.2.4: Monitor progress toward attaining a personal goal. HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.		 WHOLE-CLASS LEARNING ASSESSMENTS TEACHER-LED PEER-GROUP LEARNING/INDEPENDENT TECHNOLOGY	
Unit Overview: In this unit, students will read texts and watch a video about the power of imagination.			
Unit Goals Students will be able to: <ul style="list-style-type: none">• Read selections that explore the purposes of imagination and develop my own perspectives.• Understand and use academic vocabulary words related to fiction.• Recognize elements of different genres, especially drama, fantasy, and poetry.• Read a selection of my choice independently and make meaningful connections to other texts.• Write an imaginative and creative short story.• Complete Timed Writing tasks with confidence.• Prepare and deliver a short story			
Selections & Media Mentor Text <ul style="list-style-type: none">• Fiction: The Great Universal Undo (670L) Whole-Class Learning <ul style="list-style-type: none">• Drama: The Phantom Tollbooth, Act I, play by Susan Nanus, based on the book by Norton Juster (NP) Peer-Group Learning <ul style="list-style-type: none">• <i>from</i> The Misadventures of Don Quixote Miguel de Cervantes, retold by Tom Lathrop (940L)• Jabberwocky Lewis Carroll• The Mock Turtle’s Song Lewis Carroll• The Importance of Imagination Esha Chhabra (890L)		Independent Learning <ul style="list-style-type: none">• <i>from</i> The Wonderful Wizard of Oz L. Frank Baum (1030L)• Our Wreath of Rose Buds • Fantasy - Corrinne • Gwendolyn Bennett• The Shah of Blah Salman Rushdie• <i>from</i> Alice’s Adventures in Wonderland Lewis Carroll (1080L)	
Savvas Performance-Based Assessment *Feathered Friend Selection Test *The Biometric Body Selection Test *Biometrics Are Not Better Selection Test *Is Our Gain Also Our Loss? Selection Test		Suggested Alternative Assessment Unit 4 Assessment (Edulastic)	Unit Reflection Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.

Week 25: 02/12/2024-02/16/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):	Assessment(s): Exit Ticket	Anchor Chart(s):	Assessment(s): Exit Ticket	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Great Universal Undo		Text Selection(s): The Phantom Tollbooth, Act I		
Genre/Lexile: Fiction		Genre/Lexile: Drama		
Genre/Text Elements:		Genre/Text Elements: Dialogue, Stage Directions, and Character Development (6.R.1)		
Comprehension Strategy:		Comprehension Strategy: Generate Questions (K12.EE.2.1)		
Vocabulary/Word Study: Academic Vocabulary (6.V.1.1; 6.V.1.2)		Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) Denotation and Nuance (6.V.1.3)		
Convention and Composition Options: Author's Craft/Conventions:		Convention and Composition Options: Author's Craft/Conventions: Conjunctions (6.C.3.1)		
Composition/Speaking and Listening/Research: Summary (6.R.3)		Composition/Speaking and Listening/Research: Profile (6.C.1.4) Dramatic Reading (K12.EE.6.1; 6.C.2.1)		
Teacher Table				
Teacher-Led Group: *Character Development and Plot (RP) *Denotation and Nuance (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll) Technology: BrainPop: Drama (Quiz, Worksheet)				
C!Technology				
Technology: IXL Suggestions for The Phantom Tollbooth, Act I				

Summarize a story

Use actions and dialogue to understand characters

CC1 Is the sentence declarative, interrogative, imperative, or exclamatory?

Read drama

T4 Determine the meanings of Greek and Latin roots

X2 Positive and negative connotation





W1 Determine the meaning of idioms from context: set 1

MM2 Identify coordinating conjunctions

MM3 Identify subordinating conjunctions FSY

MM5 Fill in the missing correlative conjunction

Week 26: 02/19/2024-02/23/2024

Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
	Anchor Chart(s):		Assessment(s): Cold Read?	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Text Selection(s): The Phantom Tollbooth, Act I Genre/Lexile: Drama Genre/Text Elements: Dialogue, Stage Directions, and Character Development (6.R.1) Comprehension Strategy: Generate Questions (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) Denotation and Nuance (6.V.1.3) Convention and Composition Options: Author's Craft/Conventions: Conjunctions (6.C.3.1) Composition/Speaking and Listening/Research: Profile (6.C.1.4) Dramatic Reading (K12.EE.6.1; 6.C.2.1)			
Teacher Table				
	Teacher-Led Group: *Character Development and Plot (RP) *Denotation and Nuance (RP)			
Peer-Group Learning/Independent				
	MyPerspectives+: Technology: BrainPop:			
Technology				



Technology:

IXL Suggestions for The Phantom Tollbooth, Act 1

[Summarize a story](#)

[Use actions and dialogue to understand characters](#)

CC1 Is the sentence declarative, interrogative, imperative, or exclamatory?

[Read drama](#)

T4 Determine the meanings of Greek and Latin roots

X2 Positive and negative connotation

W1 Determine the meaning of idioms from context: set 1

MM2 Identify coordinating conjunctions

MM3 Identify subordinating conjunctions FSY

MM5 Fill in the missing correlative conjunction

Week 27: 02/26/2024-03/01/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Assessment(s):		
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Phantom Tollbooth, Act II				
Genre/Lexile: Drama				
Genre/Text Elements: Stage Directions and Character Development (6.R.1)				
Comprehension Strategy: Create Mental Images (K12.EE.2.1)				
Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) Latin Suffix: -ity (6.V.1.2)				
Convention and Composition Options:				
Author's Craft/Conventions: Language and Mood (6.V.1)				
Composition/Speaking and Listening/Research: Narrative Retelling (6.C.1.2) Speech (K12.EE.4.1; K12.EE.5.1; K12.EE.6.1; 6.C.2.1)				
Teacher Table				
Teacher-Led Group:				
*Language and Mood (RP)				
Peer-Group Learning/Independent				
MyPerspectives+:				
Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll)				
Technology				
Technology:				
IXL Suggestions for The Phantom of the Tollbooth Act II				
W3 Determine the meaning of idioms from context: set 2				
Compare and contrast characters				
Compare and contrast points of view				

Week 28: 03/04/2024-03/08/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Assessment(s):	Anchor Chart(s):		Assessment(s): Writing Assessment	
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Phantom Tollbooth, Act II Genre/Lexile: Drama Genre/Text Elements: Stage Directions and Character Development (6.R.1) Comprehension Strategy: Create Mental Images (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) Latin Suffix: -ity (6.V.1.2) Convention and Composition Options: Author's Craft/Conventions: Language and Mood (6.V.1) Composition/Speaking and Listening/Research: Narrative Retelling (6.C.1.2) Speech (K12.EE.4.1; K12.EE.5.1; K12.EE.6.1; 6.C.2.1)	Performance Task: Write an Expository Essay Composition/Speaking and Listening/Research: Expository Essay (K12.EE.5.1; K12.EE.6.1; 6.C.1.4; 6.C.1.5; 6.C.3.1; 6.C.5.1; 6.C.5.2) <div><div>QUICK CONFERENCE</div><div>Circulate through the room as students think about the assignment. Here are questions you can use to confer with students:<ul style="list-style-type: none">• What type of writing are you assigned?• What is the purpose of your assignment (other than because it was an assignment)?• Think about who will read this. Do they already have some knowledge of the topic?• What sources do you plan to consult?• What is one interesting or surprising fact that you already know about this topic?</div></div>	Planning and Prewriting: <div><div>QUICK CONFERENCE</div><div>Circulate through the room as students make their plans. Here are questions you can use to confer with students:<ul style="list-style-type: none">• How will you open your essay?• In one sentence, what is your central idea?• Will you mainly use classification structure or comparison-and-contrast structure? Can you use both?• How will you integrate evidence to support your ideas?• What idea do you want to leave your readers with in your conclusion?</div></div> Drafting <div><div>QUICK CONFERENCE</div><div>Circulate through the room as students are drafting. Here are questions you can use to confer with students:<ul style="list-style-type: none">• What is your central idea?• Can you show me the question you have asked? What about it will spark readers' curiosity?• Can you use a more precise word or phrase here to make this detail more vivid?• What's another detail you could provide to make this scene come alive for the reader?• Can you be more specific here?</div></div>	Revising: <div><div>QUICK CONFERENCE</div><div>Circulate through the room as students revise their essays. Here are questions you can use to confer with students:<ul style="list-style-type: none">• Which elements of your essay are you most satisfied with?• Which elements did you feel required the most revision?• Can you show me two places where you revised your draft?• What information do you think will surprise the reader the most?• Where might using a transitional phrase help connect the ideas in two sentences?• Is this word too broad or vague? Can you choose one that's more specific?• Do you think you have included enough evidence in your essay?</div></div> Editing: <div><div>QUICK CONFERENCE</div><div>Circulate through the room as students edit their essays. Here are questions you can use to confer with students:<ul style="list-style-type: none">• What errors did you find most often?• Try reading this sentence aloud. Does the grammar sound correct?• How are you going about your editing? Try looking for one type of error at a time.• Can you show me something you changed when editing?</div></div>	Publishing and Presenting
Teacher Table				

Teacher-Led Group:

*Language and Mood (RP)

*Writing Process

Peer-Group Learning/Independent**MyPerspectives+:**

Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll)











Technology**Technology:**

IXL Suggestions for **The Phantom of the Tollbooth Act II**

W3 Determine the meaning of idioms from context: set 2

[Compare and contrast characters](#)

[Compare and contrast points of view](#)

Week 29: 03/11/2024-03/15/2024				
Monday	Tuesday	Wednesday - End of Grading Period	Thursday - Planning	Friday - NO SCHOOL
Reteach/Remediate/Practice Skills for Unit 4 Assessment				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Reteach/Remediate/Practice Skills for Unit 4 Assessment				
Teacher Table				
Teacher-Led Group: Reteach/Remediate/Practice Skills for Unit 4 Assessment				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll)				
Technology				
Technology: IXL Suggestions: IXLs needed for remediation of skills.				

Quarter 4

Week 30: 03/25/2024-03/29/2024

Week 30: 03/25/2024-03/29/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Assessment(s): Unit 4 Test 1	Anchor Chart(s):	Assessment(s): Exit Ticket
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): from The Misadventures of Don Quixote Genre/Lexile: Retelling Genre/Text Elements: Narrator and Point of View (6.R.1.3) Character and Plot (6.R.1.1) Comprehension Strategy: Make Predictions (K12.EE.2.1) Vocabulary/Word Study: Digital Reference Materials (6.V.1.3) Long <i>i</i> Spelling Pattern: <i>igh</i> (6.C.3.1) Convention and Composition Options: Author's Craft/Conventions: Subject-Verb Agreement in Complex Sentences (6.C.3.1) Composition/Speaking and Listening/Research: Research Report (6.C.1.5; 6.C.4.1)			Text Selection(s): Jabberwocky Genre/Lexile: Narrative Poem Genre/Text Elements: Structures in Poetry: Meter (6.R.1.4) Comprehension Strategy: Adjust Fluency (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Word Origins (6.V.1.3) Convention and Composition Options: Author's Craft/Conventions: Language and Mood (6.R.3.1; 6.V.1.3) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (6.R.1.2; 6.C.1.4)	
Teacher Table				
Teacher-Led Group: *Character and Plot (RP) *Word Origins (RP)				
Peer-Group Learning/Independent				
MyPerspectives+: Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll)				
Technology				
Technology: IXL Suggestions for from The Misadventures of Don Quixote				

D1 Identify the narrative point of view

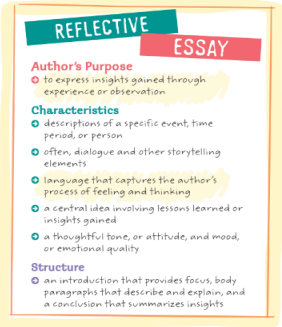
CC9 Is the sentence simple, compound, or complex?

HH1 Use the correct subject or verb

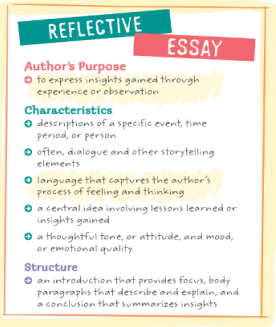
IXL Suggestions for **Jabberwocky and The Mock Turtle's Song**

[Identify elements of poetry](#)

Z1 Find words using context

Week 31: 04/01/2024-04/05/2024				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s):		Assessment(s): Unit 4 Test 2	Remediation for Unit 4 Test 2	Anchor Chart(s): 
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Text Selection(s): The Mock Turtle's Song Genre/Lexile: Song Genre/Text Elements: Structures in Poetry: Meter (6.R.1.4) Comprehension Strategy: Adjust Fluency (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Word Origins (6.V.1.3) Convention and Composition Options: Author's Craft/Conventions: Language and Mood (6.R.3.1; 6.V.1.3) Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (6.R.1.2; 6.C.1.4)		Assessment(s): Unit 4 Test 2	Remediation for Unit 4 Test 2	Text Selection(s): The Importance of Imagination Genre/Lexile: Reflective Essay Genre/Text Elements: Central Idea and Rhetorical Appeals (6.R.2.2; 6.R.3.4) Comprehension Strategy: Establish a Purpose for Reading (K12.EE.2.1) Vocabulary/Word Study: Context Clues (6.V.1.3) Greek Prefix: <i>para</i> - (6.V.1.2) Convention and Composition Options: Author's Craft/Conventions: Language and Voice

			Composition/Speaking and Listening/Research: Expository Essay (6.C.1.4; 6.C.1.5)
Teacher Table			
Teacher-Led Group: *Structures in Poetry: Meter (RP) *Central Idea and Rhetorical Appeal (RP)			
Peer-Group Learning/Independent			
MyPerspectives+: Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice's Adventures in Wonderland (Lewis Carroll)			
Technology			
Technology: IXL Suggestions for Jabberwocky and The Mock Turtle's Song Identify elements of poetry Z1 Find words using context IXL Suggestions for The Importance of Imagination Z3 Determine the meaning of words using antonyms in context Identify appeals to ethos, logos, and pathos in advertisements E1 Compare and contrast in informational texts E2 Match causes and effects in informational texts			

Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): 	Assessment(s):			

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Text Selection(s): The Importance of Imagination

Genre/Lexile: Reflective Essay

Genre/Text Elements: Central Idea and Rhetorical Appeals (6.R.2.2; 6.R.3.4)

Comprehension Strategy: Establish a Purpose for Reading (K12.EE.2.1)

Vocabulary/Word Study: Context Clues (6.V.1.3) Greek Prefix: *para* - (6.V.1.2)

Convention and Composition Options:

Author's Craft/Conventions: Language and Voice

Composition/Speaking and Listening/Research: Expository Essay (6.C.1.4; 6.C.1.5)

Write an Argumentative Essay - Test Prep Book

Composition/Speaking and Listening/Research:

Argumentative Essay (K12.EE.6.1; 6.C.1.3; 6.C.1.5; 6.C.2.1; 6.C.3.1; 6.C.5.1; 6.C.5.2)

Assignment Questions:

QUICK CONFERENCE

Circulate through the room as students think about the assignment. Here are some questions you can use as you confer with students:

- What form of writing have you been assigned?
- What question will you answer in your argumentative essay?
- Who is your likely audience?
- What will you try to convince your readers to think or believe?
- Do you have any evidence? If so, what kind?
- Where will you find more evidence?
- How will you begin to organize your ideas?

Performance Task:

Planning and Prewriting:

QUICK CONFERENCE

Circulate through the room as students make their plans. Here are questions you can use to confer with students:

- Did you think of more pros or cons of mobile devices?
- What is your claim?
- How will your introduction grab readers' interest?
- In what order will you list your points and evidence?
- Can you think of a situation you could use to connect the reader to your essay? How can you use this in your conclusion?

Drafting

QUICK CONFERENCE

Circulate through the room as students are drafting. Here are questions you can use to confer with students:

- What counterclaim will you write about?
- What evidence will you give defending the counterclaim?
- How will you transition back to your claim?
- What evidence do you have to rebut the counterclaim?

Revising:

QUICK CONFERENCE

Circulate through the room as students revise their essays. Here are questions you can use to confer with students:

- Which elements of your essay are you focusing on?
- Can you show me where you made revisions to your draft?
- Have you considered reordering your paragraphs so your ideas flow more logically?
- Where could you add more supporting evidence?
- What is a more precise word you could substitute for this word?

Editing:

QUICK CONFERENCE

Circulate through the room as students edit their essays. Here are questions you can use to confer with students:

- What kind of errors have you corrected?
- Try reading this sentence aloud. Does the grammar sound correct?
- What kinds of errors are you finding most often?
- Have you capitalized the names or abbreviations of organizations?

	<p>Debate</p> <p>Composition/Speaking and Listening/Research: Debate (K12.EE.4.1; K12.EE.6.1; 6.C.1.3; 6.C.2.1)</p>		
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Teacher Table

Teacher-Led Group:
Unit 4 Assessment
Reteach/Remediate/Practice Skills for Unit 4

Peer-Group Learning/Independent

MyPerspectives+:
Independent Learning: from the Wonderful Wizard of Oz (L. Frank Baum); Our Wreath of Rose Buds (Corrinne); Fantasy (Gwendolyn Bennett); The Shah of Blah (Salman Rushdie); from Haroun and the Sea of Stories (Salman Rushdie); from Alice’s Adventures in Wonderland (Lewis Carroll)

Technology

Technology:
IXL Suggestions for **Performance Task Write a Short Story**
[Add imagery to stories](#)
P2 Create varied sentences based on models
MM1 Use coordinating conjunctions
MM4 Use the correct pair of correlative conjunctions
JJ7 Form and use comparative and superlative adjectives