**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 61 UNIT 1: Where I'm From		INSTRUCTIONAL MODEL
Essential Question: How do our communities shape our experience of gro Resiliency Standards: HE.68.R.1.2: Describe the importance of empathy, kindness, honesty and sustaining relationships. HE.68.R.2.3: Describe the importance of following school and community 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 mo challenging personal goal. HE.68.R.4.4 Identify the importance of perseverance when facing difficult Unit Overview: In this unit, students will read about many examples of the	trust in building and laws and rules. aintenance of a ty solving a problem.	WHOLE-CLASS LEARNING ASSESSMENTS TEACHER-LED PEER-GROUP LEARNING/INDEPENDENT TECHNOLOGY
of living in and growing up in a community.		
<ul> <li>Unit Goals</li> <li>Students will be able to: <ul> <li>Read selections that explore how communities shape identity.</li> <li>Understand and use academic vocabulary words related to personal not</li> <li>Recognize elements of different genres, especially narrative essays, realis</li> <li>Read a selection of my choice independently and make meaningful co</li> <li>Write a focused, well-organized personal narrative.</li> <li>Complete Timed Writing tasks with confidence.</li> <li>Prepare and present a nonfiction narrative.</li> </ul> </li> </ul>	stic fiction, and memoirs.	
<ul> <li>Selections &amp; Media</li> <li>Mentor Text <ul> <li>Nonfiction Narrative: Wagon Train At Dusk (740L)</li> </ul> </li> <li>Whole-Class Learning <ul> <li>Memoir in Verse: from Brown Girl Dreaming, Jacqueline Woodson (NP)</li> <li>Poetry: The Sand Castle, Alma Luz Villanueva (740L)</li> <li>Science Fiction: from Spoon River Anthology, Edgar Lee Masters (740L)</li> </ul> </li> <li>Peer-Group Learning <ul> <li>Memoir: from Bad Boy, Walter Dean Myers (1000L)</li> <li>Media: Oral Storytelling, The Moth Presents: Aleeza Kazmi</li> <li>Realistic Fiction: Prince Francis: Roddy Doyle (510L)</li> <li>Realistic Fiction: The Sound of Summer Running (860L)</li> </ul> </li> </ul>	Villanueva (NP) <ul> <li>Personal Essay: The Boy No</li> <li>Realistic Fiction: Eleven, Sa</li> </ul>	Skinny Tom Boy, Gary Soto   Alma Luz body Knew, Faith Ringgold (820L)
Savvas Performance-Based Assessment *from Brown Girl Dreaming Selection Test *The Sand Castle Selection Test *from Spoon River Anthology Selection Test *from Bad Boy Selection Test *Prince Francis Selection Test *The Sound of Summer Running Selection Test	Suggested Alternative Assessm Unit 1 Test 1 Assessment - Memo Poem (Edulastic)	

		Week 1: 08/14/2023-08/18/2023		
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Anchor Chart(s):</b> Implied vs. Explicit Central Idea	Assessment(s): Exit Ticket (Teacher Created)	<section-header></section-header>	In the writing- e writer feels. d like a e it! NIREESTED in Told from IS NOT a	
	Bell Work: Sav	vvas Grammar (Based on Selec	tion Text Skills)	
		Whole Group		
Text Selection(s): Mentor Text	: Wagon Train at Dusk	Text Selection(s): from Brown C	Girl Dreaming	
Genre: Nonfiction Narrative		Genre: Memoir		
Vocabulary/Word Study: reflect, mission, contribute, recognize, memorize			on Point of View and Voice (6. ate Mental Images (K12.EE.2.1)	
Composition/Speaking and I	<b>Convention and Composition Options:</b> Composition/Speaking and Listening/Research: Summary (K12.EE.2.1; K12.EE.4.1; 6.R.3; 6.C.1)		cept Vocabulary (6.V.1.3) (squi peia (6.R.3.1) Onomatopoeia (	ish, humming, twist, twirl,
		<b>Convention and Composition</b> Author's Craft/Conventions: Te	<b>Options:</b> ext Structure and Meaning (6.R	.1.4; 6.R.2.1)
		Composition/Speaking and Lis Discussion (K12.EE.4.1) Poem (H	tening/Research: Poem (K12.E RP), Partner Discussion (RP)	E.5.1; 6.C.1.2) Partner
		Teacher Table		
<b>Teacher-Led Group:</b> *First-Person Point of View an *Text Structure and Meaning				
	Pe	er-Group Learning/Independer	ıt	
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

Week 2: 08/21/2023-08/25/2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): NEMDIA Nethor Parpose 0 - B share memoriso from the worker's life Nethor Parpose 0 - B share memoriso from the worker's life 1 - B share memoriso from the share life 0 - B share memorison for the share life 0 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare and share life a worker's 1 - B share stare stare and share stare stare 1 - B share life i life a worker an starten 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life i life a worker and stare 1 - B share life a worker a worker and stare 1 - B share life a worker and stare 1 - B share life a worker a	Assessment(s): Unit 1 Test 1 Test (Helen Keller & Oranges)	to tell an imaginative story	Sequence of events that e place in a literary work. movement control Faino Frince Frin	HOP APED TO TO TO Characler v. Self Characler v. Society
	Bell Work: Sav	vas Grammar (Based on Selec	tion Text Skills)	
		Whole Group		
Text Selection(s): from Brown	Girl Dreaming	Text Selection(s): The Sand Cc	istle	
Genre: Memoir		Genre: Science Fiction		
Genre/Text Elements: First-Pe (6.R.2) Comprehension Strategy: Cr	erson Point of View and Voice reate Mental Images	Genre/Text Elements: Plot Dev Comprehension Strategy: Mal		R.1)
(K12.EE.2.1)		Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (scorched, unprotected, cumbersome, hostile, forlorn, drained) Prefix: un- Prefix: un- (RP)		
Vocabulary/Word Study: Co (squish, humming, twist, twirl,	, , ,	<b>Convention and Composition</b> Author's Craft/Conventions: V	Options:	· · ·
<b>Convention and Composition Options:</b> Author's Craft/Conventions: Text Structure and Meaning (6.R.1.4; 6.R.2.1)		Composition/Speaking and Li Short Story (RP), Oral Reading	stening/Research: Short Story	(6.C.1.2; 6.C.1.5; 6.C.3.1)
Composition/Speaking and I (K12.EE.5.1; 6.C.1.2) Partner E (RP), Partner Discussion (RP)	0			
Unit 1 Test 1 Test (Helen Kelle	r) on Tuesday			
		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 Ringold); Eleven (Sandra Cisneros); Raymond's Run (Toni Cade Bambara)	y Nobody Knew (Faith
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	3	
Monday	Tuesday	Wednesday	Thursday	Friday
Assessment(s): Init 1 Test 2 (On Winged	Anchor Chart(s):			
hoes/Dad's Jazz)	Outro for a longe to the longenge to the second secon	oup of lines describing the actions that tok place to the		
	Bell Work: Say	vvas Grammar (Based on Select	tion Text Skills)	
		Whole Group		
Review and Test Unit 1 Test On Winged Shoes)and	2 Text Selection(s): from Spoor	River Anthology		
Dad's Jazz	Genre/Lexile: Poetry			
	Genre/Text Elements: Speake	er in Poetry (6.R.1.3)		
	Comprehension Strategy: Re	ad Fluently (K12.EE.2.1)		
	Vocabulary/Word Study: Co Latin Prefix: dis- (6.V.1.2) Latir	ncept Vocabulary (6.V.1.3) (disg 9 Prefix: dis- (RP)	grace, recluse, devoured, witl	ndraws, solitude, solace),
	<b>Convention and Composition</b> Author's Craft/Conventions:	<b>Options:</b> Verbals: Infinitives and Gerunds	(6.C.3.1) Verbals: Infinitives ar	nd Gerunds (RP)
	Composition/Speaking and I Reading (RP)	.istening/Research: Poems (K12.	.EE.5.1) Poem (RP), Poetry Rec	iding (K12.EE.6.1) Poetry
		Teacher Table		
<b>eacher-Led Group:</b> Speaker in Poetry (RP)				
	Pe	er-Group Learning/Independen	nt	
MyPerspectives+: ndependent: from Peter Pc	an (J Barrie); Oranges (G. Soto)	; I Was a Skinny Tomboy Kid (Ala	ama Luz Villanueva); The Boy	Nobody Knew (Faith

	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
LABOR DAY	Assessment(s): Unit 1 Part 3 Poetry Assessment (Chasing Dreams/On Turning Ten)	Anchor Chart(s): Elements of a personal market service market service service service service service service Market service service service service service service Market service service service service service service service Market service servic		Rubric:
	Bell Work: Sav	vas Grammar (Based on Sele	ction Text Skills)	
		Whole Group		
DAY	<b>Review</b> for Poetry Test and <b>give</b> 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		
<b>Teacher-Led Group:</b> Reteach/Remediate/Praction	ce Skills			
		er-Group Learning/Independe	ent	
	n (J Barrie); Oranges (G. So :neros); Raymond's Run (Toni		d (Alama Luz Villanueva); Th	e Boy Nobody Knew (Faith
		Technology		
Personal Narrative Technolo IXL Suggestions: C.1 Identify the author's pur P.2 Create varied sentences Q.3 Correct errors with signs	oose s based on models			

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

		Week 5: 09/11/2023-09/15/20	23	
Monday	Tuesday	Wednesday	Thursday	Friday
	alea about a loop: Everyopering details tel • Ubou • Waat • Waat • Waan • Waan • Waan • Waan • Waan • Waan • Waat	: Exit Tickets	Anchor Chart(s):	Assessment(s): Exit Tickets
	Bell Work: Say	vvas Grammar (Based on Sele	ection Text Skills)	
		Whole Group		
Text Selection(s): from Bad Bo	У		Text Selection(s): The Moth	Presents: Aleeza Kazmi
Genre/Lexile: Memoir		Genre/Lexile: Media: Oral Storytelling		
Genre/Text Elements: Central Idea and Supporting Evidence (6.R.2.2)			Genre/Text Elements:	
Comprehension Strategy: Make Connections (K12.EE.2.1)		Comprehension Strategy: L	Comprehension Strategy: Listen Actively (K12.EE.4.1)	
Vocabulary/Word Study: Con spec- (RP)	text Clues (6.V.1.3) Latin Root	:: -spec- (6.V.1.2) Latin Root:	Vocabulary/Word Study: Media Vocabulary (6.V.1) (performance, personal account, volume and pacing)	
<b>Convention and Composition</b> Author's Craft/Conventions: P Pronoun-Antecedent Agreem	ronoun-Antecedent Agreem	ent (6.C.3.1)	<b>Convention and Compositi</b> Author's Craft/Conventions	-
Composition/Speaking and Listening/Research: Argumentative Essay (6.R.2.4; 6.R.3.4; 6.C.1.3) Argumentative Essay (RP)			Composition/Speaking and Listening/Research: Group Discussion (K12.EE.4.1)	
		Teacher Table		
Teacher-Led Group: *Central Idea and Supporting	Evidence (RP)			
	Pe	er-Group Learning/Independ	ent	
MyPerspectives+: Independent: from Peter Pan	(J Barrie); Oranges (G. Soto)	; I Was a Skinny Tomboy Kid (	Alama Luz Villanueva); The Bo	by 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): EXAMPLE SHORT STORY NEXAMPLE SHORT STORY Design an imple head to a fill a distribution of the short for the order and short for the shor		Assessment(s): Exit		
	Bell Work:	: Savvas Grammar (Based on Selection	Text Skills)	
		Whole Group		
Text Selection(s): Prince Franc Genre/Lexile: Realistic Fiction				
Genre/Text Elements: Narrativ	ve Point of View and Purpo	ose (6.R.1)		
Comprehension Strategy: Ma	ke Inferences (K12.EE.3.1)			
Vocabulary/Word Study: Refe	erence Materials (6.V.1.3)	Latin Prefix: mal - (6.V.1.2) Latin Prefix: m	nal- (RP)	
<b>Convention and Composition</b> Author's Craft/Conventions: L	=	acter Development (6.R.1) Literary Devi	ces and Character Deve	elopment (RP)
Composition/Speaking and Li	istening/Research: Respor	nse to Literature (6.C.1.4)		
		Teacher Table		
<b>Teacher-Led Group:</b> *Narrative Point of View (RP)				
		Peer-Group Learning/Independent		
<b>MyPerspectives+:</b> Independent: from Peter Pan Ringold); Eleven (Sandra Cisn		·	Luz Villanueva); The Boy	Nobody Knew (Faith
		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	3	
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): REALISTIC FICTION Authors Purpose 0 to receal an unight about life through storyteling Characteristics 0 authordiscittings, like those in real life 0 authordiscittings, like those in real life 0 realist dialogue Stututure 0 pilot an sequence of related events that generally follows a pattern of rising action, diama, and falling action with realolution				Assessment(s): Unit 1 Test 4 (4 selections: Festival of Colors, Stepping Up to the Stage, Young Watchman, Failed Mission)
	Bell Work: Sa	vvas Grammar (Based on Selec	tion Text Skills)	
		Whole Group		
Text Selection(s): The Sound of Genre/Lexile: Realistic Fiction	Summer Running			Unit 1 Test 4 (4 selections: Festival of Colors, Stepping Up to the Stage, Young Watchman, Failed Mission)
Genre/Text Elements: Narrative	e Point of View and Purpose	(6.R.1)		
Comprehension Strategy: Flue	ncy (K12.EE.2.1)			
Vocabulary/Word Study: Refer	ence Materials (6.V.1.3) Mul	Itiple-Meaning Words (6.V.1.3), /	Multiple-Meaning Words (RP)	
<b>Convention and Composition</b> Author's Craft/Conventions: Lit	-	1) Literary Devices: Symbol (RP)		
Composition/Speaking and Lis	tening/Research: Response	to Literature (6.C.1.4)		
		Teacher Table		
Teacher-Led Group: *Narrative Point of View (RP)				
	Pe	er-Group Learning/Independer	nt	
<b>MyPerspectives+:</b> Independent: from Peter Pan ( Ringold); Eleven (Sandra Cisne	, .	); I Was a Skinny Tomboy Kid (Al Cade Bambara)	ama Luz Villanueva); The Boy	/ Nobody Knew (Faith
		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		<b>Rubric:</b> Teacher Edition Page
	Bell Work: S	avvas Grammar (Based on S	election Text Skills)	
		Whole Group		
Remediate Unit 1 Test 4	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>	Publishing and Presenting	Reteach/Remediate/Practice Skills
		Teacher Table		
<b>Teacher-Led Group:</b> Unit 1 Assessment Remedic Reteach/Remediate/Pract				
	F	Peer-Group Learning/Indepe	ndent	
	an (J Barrie); Oranges (G. Sot d); Eleven (Sandra Cisneros); I		d (Alama Luz Villanueva); The Bc sambara)	by a second seco

Technology	
IXL Suggestions for <b>Personal Narrative Technology</b> :	
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 61 UNIT 2: Natural Allies		INSTRUCTIONAL MODEL	
Essential Question: How do animals and people interact? Resiliency Standards: HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and 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 mo challenging personal goal. HE.68.3.1 Discuss ways a leader can build the trust of individuals and grout HE.68.R.4.4 Identify the importance of perseverance when facing difficul Unit Overview: In this unit, students will read many examples about animo	aintenance of a ups. ty solving a problem.	<ul> <li>WHOLE-CLASS LEARNING</li> <li>ASSESSMENTS</li> <li>TEACHER-LED</li> <li>PEER-GROUP</li> <li>LEARNING/INDEPENDENT</li> <li>TECHNOLOGY</li> </ul>	
extraordinary lengths to help humans in need. Unit Goals Students will be able to: • 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.			
<ul> <li>Selections &amp; Media</li> <li>Mentor Text <ul> <li>Informational Essay: Reading Buddies (890L)</li> </ul> </li> <li>Whole-Class Learning <ul> <li>Memoir: from My Life With the Chimpanzees, Jane Goodall (860L)</li> <li>Autobiography: How Smart Are Animals?, Dorothy Hinshaw Patent (1110L)</li> </ul> </li> <li>Peer-Group Learning <ul> <li>Lyric Poetry: Sonnet • I Understand—a Villanelle, Margaret E. Bruner • Amy Ludwig VanDerwater (NP)</li> <li>Myth: The Tale of the Hummingbird, Pura Belpré (740L)</li> <li>Biography: Black Cowboy, Wild Horses, Julius Lester (710L)</li> </ul> </li> </ul>	<ul> <li>Independent Learning         <ul> <li>Poetry: A Blessing • Predators • Nikita, James Wright • Linda Hogan • Alberto Ríos (NP)</li> <li>Media: Video: The Secret Life of the Dog, British Broadcasting Corporation</li> <li>Reflective Essay: All the Pretty Ponies, Oscar Cásares (1220L)</li> <li>Informational Text: The Girl Who Gets Gifts From Birds, Katy Sewall (830L</li> <li>Informational Text: Pet Therapy: How Animals and Humans Heal Each Other, Julie Rovner (1190L)</li> </ul> </li> </ul>		
Savvas Performance-Based Assessment *My Life With the Chimpanzees Selection Test *How Smart Are Animals? Selection Test *So What Is a Primate? Selection Test *Poetry Collection 1 Selection Test *The Tale of the Hummingbird Selection Test *Black Cowboy, Wild Horses Selection Test	Suggested Alternative Asse	essment Unit Reflection Students will reflect on the unit goals, learning strategies, the text and the challenges and triumphs of growing up.	

		Week 9: 10/09/2023-10/13/2023			
Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period	
Anchor Chart(s):	ssessment(s): Exit Tickets	Anchor Chart(s): <u>Autor's Arpone</u> • britelithe anders' life stray in a meaningfil way <u>Characteristics</u> • diversion diversify for stray in a settings that are real page in • universion and stray reports pain of view • units strayteling stehniques, including alignment and stray in the winter's life <u>Structure</u> • strayde linds the full sweep of the author's life or face on a specific time period • unively presents events in dremological ander	Assessmen	ı <mark>t(s):</mark> Exit Tickets	
	Bell Work: Sc	ivvas Grammar (Based on Selec	tion Text Skills)		
		Whole Group			
Text Selection(s): Mentor Text: Re	eading Buddies	Text Selection(s): from My Life	With the Chimpanzees		
Genre: Expository Essay		Genre/Lexile: Autobiography			
ocabulary/Word Study: Academic Vocabulary .V.1.1; 6.V.1.2) Genre/Text Elements: Author's Purpose, Message, and Tone   Author's Purpose Message (6.R.2; 6.R.3.1)			one   Author's Purpose and		
<b>Convention and Composition Options:</b> Composition/Speaking and Listening/Research: Summary (6.R.3)		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)			
		<b>Convention and Composition</b> Author's Craft/Conventions: C	=	s (RP)	
		Composition/Speaking and Lis Class Discussion (K12.EE.4.1) Cl		Essay (6.C.1.4) How-to Essay (RP)	
		Teacher Table			
<b>Teacher-Led Group:</b> *Author's Purpose and Message	e (RP)				
	Pe	eer-Group Learning/Independer	nt		
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

Monday - Planning	Tuesday	Wednesday	Thursday	Friday
PLANNING!	Anchor Chart(s): <u>HUTOBIOGRAPHY</u> <u>Author's Purpoe</u> 0 Stellife-author's life story una meanogid way <u>Characteristica</u> 0 Stellistication are real people and stelling standards vide are real people and stelling stelling stelling stelling stelling stelling stelling and stelling stelling stelling stelling stelling stelling and stelling st	Assessment(s): Exit Tickets	Anchor Chart(s): <u>Relevee</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Article</u> <u>Art</u>	Assessment(s): Exit Tickets
	Structure • syn discribe the full sweep of the author's life or foco on a yeardic time period • utwally present events in chronological order Bell Work: So	avvas Grammar (Based on Sele	ection Text Skills)	
		Whole Group		
ANNING	Text Selection(s): from My Life With the Chimpanze		Text Selection(s): How Sr	nart Are Animals?
Str.	Genre/Lexile: Autobiography		Genre/Lexile: Science Article	
	Genre/Text Elements: Author Tone   Author's Purpose an		Genre/Text Elements: Pu	rpose and Organization (6.R.2.
	Comprehension Strategy: E (6.R.2.1)	stablish Purpose for Reading	r Reading (K12.EE.2.1) Vocabulary/Word Study: Concept Vocabular (evaluate, observing, investigation, phenome interpret, measurable) Spelling Patterns (6.V.1	
	Vocabulary/Word Study: Co (vanished, miserable, irritab	oncept Vocabulary (6.V.1.3) ble, threateningly, impetuous, e (6.V.1.2) Latin Suffix: -able (RF		
<b>Convention and Composition</b> Author's Craft/Conventions: C ( <i>RP</i> )				<b>sition Options:</b> ons: Central Idea and Supportir al Idea and Supporting Evidenc
	Composition/Speaking and Essay (6.C.1.4) How-to Essay (K12.EE.4.1) Class Discussion		Composition/Speaking of	and Listening/Research: Essay (K12.EE.1.1; 6.R.2.3; 6.C.1.

ELANNING!	<b>Teacher-Led Group:</b> *Author's Purpose and Message (RP) *Purpose and Organization (RP)
	Peer-Group Learning/Independent
ELANNENG!	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
ELANNING!	Technology: IXL Suggestions from How Smart Are Animals? Distinguishing Facts From Opinions (F94) Select and Use Text Features (BKP)

Monday	Tuesday	Wednesday	Thursday	Friday
Anchoro Chaart(s): Defense D	Assessment(s): Exit Tickets	<section-header></section-header>	Assessment(s): Exit Tickets	
	Bell Work: Sav	PESONAL EXPERIENCES LIFE ANECDOTES ANALOGIES Vvas Grammar (Based on S	election Text Skills)	
Tout Salaatian(a): Llour Sm	art Ara Animala?	Whole Group	la a Drimato?	
Text Selection(s): How Sm Genre/Lexile: Science Art		Text Selection(s): So What Genre/Lexile: Media: Scie		
Genre/Text Elements: Purpose and Organization (6.R.2.1)		Genre/Text Elements: Purpose and Organization (6.R.2.1)		
Comprehension Strategy: (K12.EE.2.1)	: Monitor Comprehension: Reread			
(evaluate, observing, inve	pelling Patterns (6.V.1.3) Spelling	(agile, prehensile, sensitive Multiple Meaning Words ( (RP)	Concept Vocabulary (6.V.1.3) e, keen, opposable, intelligent) 6.V.1.3) Multiple Meaning Words	
Convention and Compos	ition Options:	Convention and Composi Author's Craft/Convention	tion Options: ns: Text Features: Introductions	
	ns: Central Idea and Supporting	and Acknowledgements (6.R.2.1) Introductions and		

Evidence (6.R.2.2) Central Idea and Supporting Evidence (RP) 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	
<b>Teacher-Led Group:</b> *Purpose and Organization (RP)		
Pe	er-Group Learning/Independent	
MyPerspectives+: Independent Learning: A Blessing (James Wright); Predators (Linda Hogan); Nikita ( 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 (Ju Technology: BrainPop: Primates (Review/Graded Quiz)		
	Technology	
<b>Technology</b> : IXL Suggestions <b>from How Smart are Animals?:</b> O.1 Distinguish Facts from Opinions Select and Use Text Features		

Monday	Tuesday	Wednesday	Thursday	Friday
Assessment(s): Unit 2 Test 1 Stickeen, Heroism, Heroic Dog)		Anchor Chart(s): UIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII		Rubric: Expository Rubric
	Bell Work: Sav	vas Grammar (Based on Sele	ction 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) Circulate through the room as students think about the assignment. Here are questions you can use to confer with students: • What is the purpose of your assignment (other than because it was an assignment)? • Think about who will read this. Do they aiready have some knowledge of the topic? • What is one interesting or surprising fact that you already know about this topic?	<ul> <li>Planning and Prewriting:</li> <li>PUCK CONFERENCE</li> <li>Circulate through the room as students make their plans. Here are questions you can use to confer with students:</li> <li>How will you open your essay?</li> <li>In one sentence, what is your central idea?</li> <li>Why our mainly use classification structure? Can you use obth?</li> <li>What idea do you want to leave your readers with in your conclusion?</li> <li>Dtroffting:</li> <li>Circulate through the room as students are drafting. Here are questions you can use to fasher with subants:</li> <li>What is your central idea?</li> <li>Circulate through the room as students are drafting. Here are questions you can use to consist, with a bout it will spark readers' can you use a more precise word or phrase here to make this detail more wid?</li> <li>What's another detail you could provide to make this scene come alive for the reader?</li> <li>Can you be more specific here?</li> </ul>	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>
		Teacher Table		

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)		
1.3 Transitions with Conjunctive Adverbs		
2.2 Which Sentence is More Formal?		
emove the Sentence that Does Not Belong		
CC.7 Is It a Complete Sentence?		
Q.1 Use the Correct Frequently Confused Word		

Week 13: 11/06/2023-11/10/2023					
Monday	Tuesday	Wednesday	Thursday	Friday - NO SCHOOL	
Anchor Chart(s):	Assessment(s	: Exit Tickets	Anchor Chart(s):	VETERANS	
LYRIC POETRY Author's Purpose 0 to vic factorial, magnature language and			MYTHS Author's Purpose O bit a strey fast explanation an aspect of		
To vie toxiced, imaginative insygnation     form to capitor an evolution or realization     the toxiced and toxic t	A		the word and canceys the water if a colloure Characteristice • characteristics upon a point regulation, or how typeradval abilities	THANK YOU FOR YOUR SERVICE!	
viel language, including figures of speech and imager; list has layers of meaning O view works for both sound and meaning Structure			sting that may be imaginary lates; in real place; that are important to a withing or refigure.     there, or religion and taken the take that is imported to a withing a state of a imported to a withing a state of a		
Sannet     Sannet     fourteen lines     fouries insister entangeler, a     typeCific rhythemic pattern     hytes i constant for the size of the			Structure O a pick on a related series of events, driven by a conflict		
Villactie     Interested lines     Data at chyping scheme and pattern     of regeating lines     users     user			Assessment(s):		
T = T = T = T	Bell Work: Sa	vas Grammar (Based on Sele	ection Text Skills)		
		Whole Group			
Text Selection(s): Sonnet; I Unde	erstand - a Villanelle		Text Selection(s): The Tale of	VETERANS	
Genre/Lexile: Lyric Poetry			the Hummingbird		
Genne, Lexile. Lyric i Genry			Genre/Lexile: Media: Myth	THANK YOU FOR YOUR SERVICEI	
Genre/Text Elements: Poetic Fo	orms and Meaning (6.R.1.4)				
Comprehension Strategy: Crea	ite Mental Images (K12 FF 2	1)	Genre/Text Elements: Multiple Themes (6.R.1.2)		
comprehension analogy. crea		••)			
Vocabulary/Word Study: Conte	ext Clues (6.V.1.3) Anglo-Sax	on Suffix: -ship (6.V.1)	Comprehension Strategy:		
Anglo-Saxon Suffix: -ship (RP)			Evaluate Details and Determine Key Ideas		
Convention and Composition C			(K12.EE.2.1)		
Author's Craft/Conventions: Sp	eaker and Theme (6.R.1.2)	peaker and Theme (RP)	Vocabulary/Word Study:		
Composition/Speaking and List	enina/Research: Illustrate a	nd Present a Poem (6.C.5.1)	Reference Materials (6.V.1.3)		
Illustration (RP)		(,	Synonyms (6.V.1.3) Synonyms		
			(RP)		
			Convention and		
			Composition Options:		
			Author's Craft/Conventions: Sentence Structures (6.C.3.1)		
			Sentence Structures (RP)		

	Composition/Speaking and Listening/Research: Research Report (6.C.4.1; 6.C.5.1; 6.C.5.2) Research Report (RP)			
Teacher Table				
<b>Teacher-Led Group:</b> *Poetic Forms and Meaning (RP) *Multiple Themes (RP)				
Peer-Group Learning/Independe	ent			
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)		VETERANS DAY MANY YOU FOR YOUR SERVICE		
Technology				
<b>Technology</b> : IXL Suggestions from <b>Sonnet and I Understand - A Villanelle:</b> Z.1 Find Words Using Context G.2 Label the Rhyme Scheme				

	١	Neek 14: 11/13/2023-11/17/202	23	
Monday	Tuesday	Wednesday	Thursday	Friday - End of Grading Period
Anchor Chart(s): PYTHS Author's Purpose On the last path or phole sense set of the work and knownly the path or goldesies, or here the overland abilities Characteristics Other and the imaginary flace, or real place that are impedant to a cubice or ead place that are impedant to a cubice or ead place that are impedant to a cubice or ead place that are impedant to a cubice Studies Description of a cubice that a place that are impedant to a cubice Description of a cubice that a Description of a cubice that a Description of a cubice that are impedant to a cubice Description of a cubice that are impedant to a cubice Description of a cubice that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubice Description of a cubic that are impedant to a cubic that ar	Assessment(s): Unit 2 Test 2 (Reuben Bright & How Deer Got His Horns)	Reteach/Remediate/Practic e Skills for Unit 2 Test 2 Assessment	Rubric Expository Rubric	
	Bell Work: Sav	vvas Grammar (Based on Selec	ction Text Skills)	
		Whole Group		
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) Sentence Structures (RP)		Reteach/Remediate/Practic e Skills for Unit 2 Test 2 Assessment	Expository Writing - Test Prep Workbook Writing Test Bank 1 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) CUICK CONFERENCE Circulate through the room as students third about the assignment. Here are students: • What type of writing are you assigned? • What the purpose of your assignment (other than because it was an assignment? • Thirk about who will read this. Do they and y 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?	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>

Composition/Speaking and					
Listening/Research:					
Research Report (6.C.4.1;					
6.C.5.1; 6.C.5.2) Research					
Report (RP)					
		Teacher Table			
Teacher-Led Group:					
*Multiple Themes (RP)					
*Author's Purpose and Centra	ldea (RP)				
	Pee	er-Group Learning/Independe	nt		
MyPerspectives+:					
Independent Learning:					
A Blessing (James Wright); Pre	A Blessing (James Wright); Predators (Linda Hogan); Nikita (Alberto Rios)				
The Secret Life of the Dog (Brit	he Secret Life of the Dog (British Broadcasting Corporation)				
All the Pretty Ponies (Oscar Co	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:					
Jse Key Details to Determine the Main Idea					
3.1 Match the Quotations with Their Names					
3B.5 Use Thesaurus Entries					
CC.8 Identify Dependent and	C.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: Sc	avvas Grammar (Based on Selec	tion Text Skills)	
		Whole Group		
<ul> <li>Planning and Prewriting:</li> <li>EVICK CONFERENCE</li> <li>Circulate through the room as students make their plans. Here are questions you can use to confer with students:</li> <li>How will you open your essay?</li> <li>How will you open your essay?</li> <li>thow sentence, what is your central idea?</li> <li>Will you mainly use classification structure or paraison-and-contrast structure? Can you use both?</li> <li>How will you integrate evidence to support your ideas?</li> <li>Moth idea do you want to leave your readers with in your conclusion?</li> </ul> Dtraffing: Every conference Circulate through the room as students are drafting. Here are questions you can use to confer with students: <ul> <li>What is your central idea?</li> <li>What is your central idea?</li> <li>What is your central idea?</li> <li>What you use a more precise word or phrase here to make this detail more wid?</li> <li>What's another detail you could provide to make this scene come alive for the reader?</li> <li>Can you be more specific here?</li> </ul>	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><text><text><list-item><list-item><list-item><list-item><section-header></section-header></list-item></list-item></list-item></list-item></text></text></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>			
Teacher Table				
<b>Teacher-Led Group:</b> Reteach/Remediate/Practice Skills for Unit 2 Assessment		CAN BE AND A DE AND A		
	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	

	١	Week 16: 11/27/2023-12/01,	/2023	
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): DIGRAPHY Anno Charter B telefication of an important Charter Stranger Stranger Manual Stranger Stranger Manual Stranger Stranger Manual Stranger Stranger Manual Strange			Assessment(s): Writing Assessment	Reteach/Remediate/Practice Skills for Unit 2 Test 3
	Bell Work: Sav	vas Grammar (Based on Se	election Text Skills)	
		Whole Group		
Text Selection(s): Black Cowb Genre/Lexile: Biography	wboy, Wild Horses		Assessment(s): Unit 2 Test 3 (Barbara McClintock Jumping Genes)	Reteach/Remediate/Practice Skills for Unit 2 Test 3
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) Multiple-Meaning Words (RP)				
<b>Convention and Composition Options:</b> Author's Craft/Conventions: Figurative Language (6.R.3.1) <i>Figurative Language (RP)</i>				
Composition/Speaking and L 6.C.5.1) Informative Report (F Review Skills for Unit 2 Assessn	-	e Report (6.C.1.4; 6.C.4.1;		
		Teacher Table		
<b>Teacher-Led Group:</b> Unit 2 Assessment Reteach/Remediate/Practic	e Skills for Unit 2			
		er-Group Learning/Indeper	ndent	

#### 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 61 UNIT 3: Technology and Society		INSTRUCTIONAL MODEL
<b>Essential Question:</b> Is technology helpful or harmful to society? 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 mo challenging personal goal. HE.68.R.2.9: Identify healthy responses to negative peer pressure.	WHOLE-CLASS LEARNING ASSESSMENTS TEACHER-LED PEER-GROUP LEARNING/INDEPENDENT	
<b>Unit Overview</b> : In this unit, students will read about technology and how it society.	TECHNOLOGY	
<ul> <li>Unit Goals</li> <li>Students will be able to: <ul> <li>Read selections that express different points of view about technol</li> <li>Understand and use academic vocabulary words related to argu</li> <li>Recognize elements of different genres, especially science fiction</li> <li>Read a selection of their choice independently and make meani</li> <li>Write a focused, well-organized argumentative essay.</li> <li>Complete Timed Writing tasks with confidence.</li> <li>Participate effectively in a debate.</li> </ul> </li> </ul>	, news articles, and argum	ent.
<ul> <li>Selections &amp; Media</li> <li>Mentor Text <ul> <li>Argument: That's Not Progress! (910L)</li> </ul> </li> <li>Whole-Class Learning <ul> <li>Science Fiction: Feathered Friend, Arthur C. Clarke (1100L)</li> <li>Informational Article: The Biometric Body, Kathiann M. Kowalski (970L)</li> <li>Argument: Biometrics Are Not Better, Reuben Lorre (960L)</li> <li>Media, Video: The Internet of Things, IBM Social Media</li> </ul> </li> <li>Peer-Group Learning <ul> <li>Reflective Essay: Is Our Gain Also Our Loss? Cailin Loesch (1180L)</li> <li>Argumentative Essay: The Black Hole of Technology, Leena Khan (980L)</li> <li>Science Fiction: The Fun They Had, Isaac Asimov (750L)</li> <li>Media, Photo Essay: Mexico's Abandoned Railways and the SEFT-1, Ivan Puig Domene and Andres Padila Domene</li> </ul> </li> </ul>	<ul> <li>Independent Learning <ul> <li>News Article: 7-Year-Old Girl Gets New Hand From 3-D Printer, John Rogers (860L)</li> <li>News Article: High-Tech Backpacks Open World of Whales, Associated Press (1260L)</li> <li>Poetry: All Watched Over   Sonnet, Without Salmon: Richard Braurigan   Sherman Alexie (NP)</li> <li>News Article: Teen Researchers Defend Media Multitasking: Sumathi Reddy (1370L)</li> </ul> </li> </ul>	
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 Ass Unit 3 Assessment (Edulas	

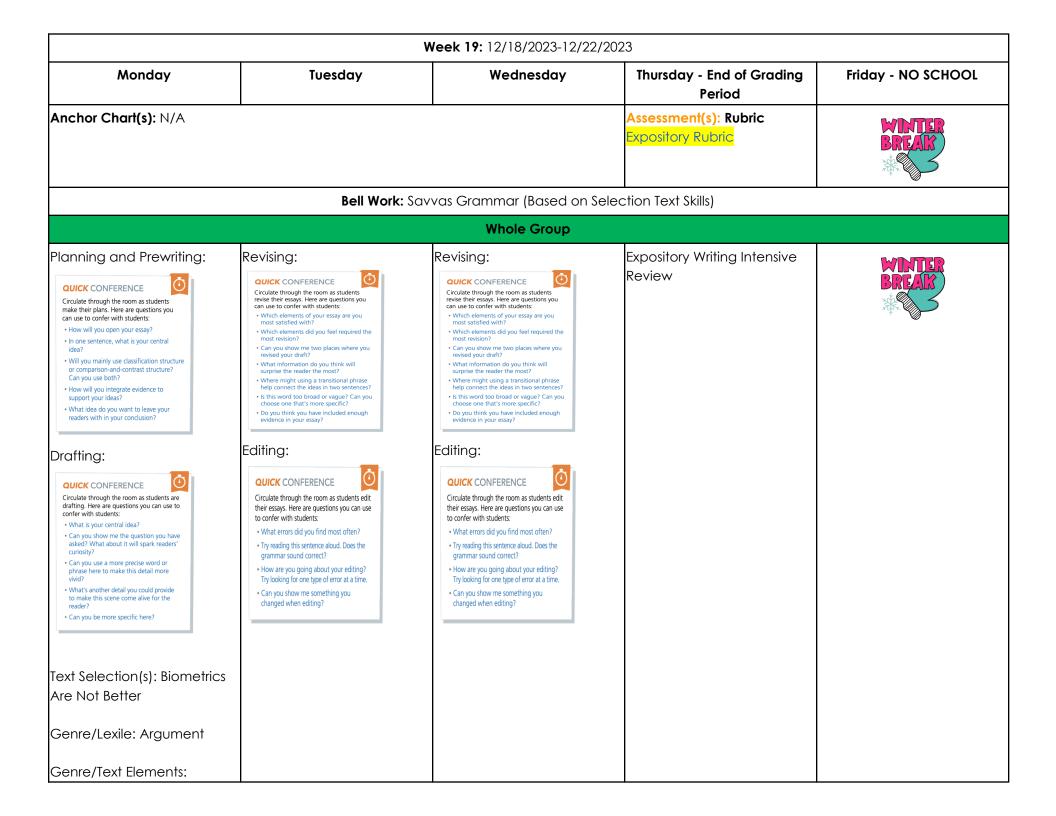
	they read, and the
	Essential Question.

Monday	Tuesday	Wednesday	Thursday	Friday	
Anchor Chart(s):	Assessment(s): Exit Tickets	Anchor Chart(s):	Assessment(s):	-	
		<ul> <li>It is tell an imaginary elements, such as the Characteristics</li> <li>A setting with imaginary elements, such as the firthware analyse plead</li> <li>A plead and setting that feature elements of scalar exceedings</li> <li>A theme, or message, about the</li> <li>A theme, serversage, about the</li> <li>A datague that reflects the imaginary setting and ficturation of the industry</li> <li>Betueture</li> <li>A plate setuces of related events, that involve technology ar science</li> </ul>			
	Bell Work: Sav	vvas Grammar (Based on Select	ion Text Skills)		
		Whole Group			
Text Selection(s): Mentor	Text: That's Not Progress	Text Selection(s): Feathered Fri	end		
Genre: Argument	Genre: Argument		Genre/Lexile: Science Fiction		
Vocabulary/Word Study: (6.V.1.1; 6.V.1.2)	ocabulary/Word Study: Academic Vocabulary 5.V.1.1; 6.V.1.2)		Themes (6.R.1.2)		
Convertion and Compos	-War Onlines	Comprehension Strategy: Gen	erate Questions (K12.EE.2.1)		
<b>Convention and Composition Options:</b> Composition/Speaking and Listening/Research: Summary (K12.EE.4.1; 6.R.3; 6.C.1)		Vocabulary/Word Study: Conc mournfully, apologetically, lam (RP)		•	
		<b>Convention and Composition (</b> Author's Craft/Conventions: Se and Plot (RP)	-	.R.1.1) Setting, Characters,	
		Composition/Speaking and Lis Argumentative Essay (RP) Mult Multimedia Presentation (RP)		,	
		Teacher Table			
Teacher-Led Group:					
*Multiple Themes (RP)					

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)	
Boredand 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	

	W	/eek 18: 12/11/2023-12/15/2	2023	
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): Science Fiction Harder Pupper Harder Pupper Harder Burgerster Hard	Assessment(s): Unit 3 Test 1 (Take Another Look & Looking Back)	Remediate Unit 3 Test 1	Anchor Chart(s):	
	Bell Work: Sav	vas Grammar (Based on Se	election Text Skills)	
		Whole Group		
Text Selection(s): Feathered Friend	Assessment(s): Unit 3 Test 1 (Take Another Look & Looking Back)	Remediate Unit 3 Test 1	Expository Writing - Test Prep V Writing Test Bank 2	Vorkbook
Genre/Lexile: Science Fiction			Composition/Speaking and L Expository Essay (K12.EE.5.1; K 6.C.3.1; 6.C.5.1; 6.C.5.2)	-
Genre/Text Elements: Multiple Themes (6.R.1.2)				
Comprehension Strategy: Generate Questions (K12.EE.2.1)			Circulate through the room as students think about the assignment. Here are questions you can use to confer with students: • What type of writing are you assignment (other than because it was an assignment)? • Think about who will read this. Do they	
Vocabulary/Word Study: Concept Vocabulary (6.V.1.3) (patherically, distressed, mournfully, apologetically, lamented) Greek Root: -path- (6.V.1.2) Greek Root: -path- (RP)			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?	
<b>Convention and</b> <b>Composition Options:</b> Author's				

Craft/Conventions: Setting,	1				
Characters, and Plot					
(6.R.1.1) Setting,					
Characters, and Plot (RP)					
Composition/Speaking and					
Listening/Research:					
Argumentative Essay					
(6.C.1.3) Argumentative					
Essay (RP) Multimedia					
Presentation (6.C.2.1;					
6.C.4.1; 6.C.5.1; 6.C.5.2)					
Multimedia Presentation					
(RP)					
Teacher Table					
Teacher-Led Group:					
*Multiple Themes (RP)	·				
*Development of Argument	(RP)				
	Pe	er-Group Learning/Independ	dent		
MyPerspectives+:					
Independent: 7 Year-Old Gir	rl New Hand From 3-D Printer	r ( John Rogers)			
High-Tech Bac	kpacks Open World of Wha	lles (Associated Press)			
All Watched C	)ver*Sonnet, Without Salm	ion (Richard Brautigan, Sherr	man Alexie)		
Teen Researchers Defend Media Multitasking (Sumathi Reddy)					
Boredand B	vrilliant? (NPR)				
		Technology			
Technology:					



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)			
Convention and			
Composition Options:			
Author's Craft/Conventions:			
Prepositions and			
Prepositional Phrases (6.C.3.1) Prepositions and			
Prepositional Phrases (RP)			
Composition/Speaking and			
Listening/Research:			
Comparison-and-Contrast			
Essay (6.C.1.4)			
Teac	her Table		
Teacher-Led Group:		WINTER	
*Writing Process		BREAK	
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 Teen Researchers Defend Media Multitasking (Sumathi Reddy) Boredand Brilliant? (NPR)	Alexie)
Technology	
Technology:	WINTER
IXL Suggestions for Expository Essay:	BREAK
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	

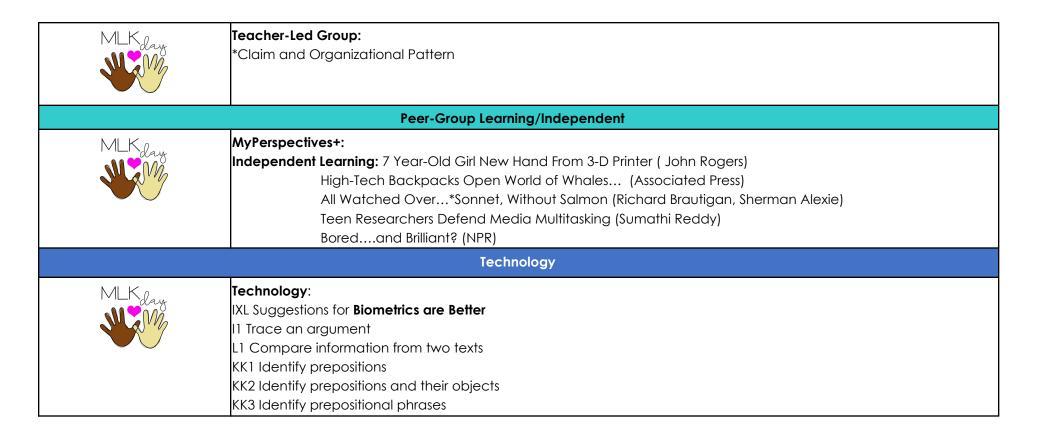
# Quarter 3

	w	eek 20: 01/08/2024-01/12	/ 2024	1
Monday - Planning	Tuesday	Wednesday	Thursday	Friday
PLANNING!	Anchor Chart(s): INFORMATIONAL Anticle Description De		Assessment(s): Exit Tickets	Anchor Chart(s): Argumentative Essay Author's Purpose I o servines readers to take an action or think in servines Characteristic Characteristic Arguests the worder's claim, or Provider readers' seave of arguests to readers' seave of arguests to readers' seave of arguests to readers' seave of arguests are worge
	that clarifies ideas and information	vas Grammar (Based on S	election Text Skills)	© organizational pattern fluat clarific science(ios) between the claim and supporting information
		Whole Group		
RIANWING!	Text Selection(s): The Blometric Genre/Lexile: Informative Artic			Text Selection(s): Biometr Are Not Better
	Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3;		Genre/Lexile: Argument Genre/Text Elements: Central Idea/Claim and Organizational Patterns (6.R.2.2; 6.R.2.3; 6.R.2.4;	
		onyms and Nuance (6.V.	disguise, masquerade, criminals, 1.3) Synonyms and Nuance (RP)	6.R.3.4) Comprehension Strategy Synthesize Information (K12.EE.2.1; 6.R.3)
	Author's Craft/Conventions: Re Informational Writing (RP) Composition/Speaking and Lis (6.C.1.4)		al Writing (6.R.2.1) References in arison-and-Contrast Essay	Vocabulary/Word Study: Concept Vocabulary (security, vulnerabilities, exploiting, bypassed, breaches, hacked) (6.V. Multiple-Meaning Words
				Multiple-Meaning Words



	Peer-Group Learning/Independent				
PLANWING!	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) Boredand Brilliant? (NPR)				
	Technology				
PLANNING	IXL Suggestions for <b>The Biometric Body</b> 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				

Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
MLKday	Anchor Chart(s):		Assessment(s): Unit 3 Test 2	Remediate Unit 3 Test 2
	action or think in a certain way <b>Characteristics</b> 9 expresses the writer's claim, or Posten 9 provides reasons and evidence that support the claim 9 appeals to readers sets of reason way also appeal to readers' emotions 9 often, angues why other epinions ar positions are wrong <b>Structure</b> 9 organizational pattern that claimfies connections between the claim and supporting information			
	Bell Work: Sav	vas Grammar (Based on Selec	ction Text Skills)	·
		Whole Group		
MLKdan	Text Selection(s): Biometrics	Text Selection(s): Biometrics	Assessment(s): Unit 3 Test 2	Remediate Unit 3 Test 2
A A A A A A A A A A A A A A A A A A A	Are Not Better	Are Not Better		
	Genre/Lexile: Argument	Genre/Lexile: Argument		
	Genre/Text Elements:	Genre/Text Elements:		
	Central Idea/Claim and	Central Idea/Claim and		
	Organizational Patterns	Organizational Patterns		
	(6.R.2.2; 6.R.2.3; 6.R.2.4;	(6.R.2.2; 6.R.2.3; 6.R.2.4;		
	6.R.3.4)	6.R.3.4)		
	Comprehension Strategy:	Comprehension Strategy:		
	Synthesize Information	Synthesize Information		
	(K12.EE.2.1; 6.R.3)	(K12.EE.2.1; 6.R.3)		
	Vocabulary/Word Study:	Vocabulary/Word Study:		
	Concept Vocabulary	Concept Vocabulary		
	(security, vulnerabilities,	(security, vulnerabilities,		
	exploiting, bypassed,	exploiting, bypassed,		
	breaches, hacked) (6.V.1.3)	breaches, hacked) (6.V.1.3)		
	Multiple-Meaning Words	Multiple-Meaning Words		
	Multiple-Meaning Words (RP)	Multiple-Meaning Words (RP)		



		Week 22: 01/22/2024-01/26/20	24	
Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Chart(s): N/A	Anchor Chart(s): REFLECTIVE ESSAY 	Assessment(s): Exit Ticket	Anchor Chart(s):	Assessment(s): Exit Ticket
	Bell Work: S	Savvas Grammar (Based on Sele	ction Text Skills)	
		Whole Group		
Text Selection(s): The Internet of Things	Text Selection(s): Is Our Go	in Also Our Loss?	Text Selection(s): The Bla	ick Hole of Technology
Genre/Lexile: Media: Video	Genre/Lexile: Reflective Essay		Genre/Lexile: Argumentative Essay	
Genre/Text Elements:			Genre/Text Elements: Cl (6.R.2.4)	aim, Evidence, and Audience
Comprehension Strategy: Make Connections	Comprehension Strategy: Make Connections (K12.EE.2.1)		Comprehension Strateg	y: Summarize (K12.EE.2.1)
(K12.EE.2.1)	Vocabulary/Word Study: Base Words and Context (6.V.1.3) Latin Suffix: -ation (6.V.1.2)		Vocabulary/Word Study Multiple-Meaning Words	
Vocabulary/Word Study: Media Vocabulary (images/graphics, animation, audio, voiceover,	Author's Craft/Conventions: Relative Clauses (6.C.3.1)		<b>Convention and Compo</b> Author's Craft/Conventi Logical Fallacies (6.R.2.4	ons: Rhetorical Devices and
narrator)	Composition/Speaking and Listening/Research: Group Discussion (K12.EE.4.1)		Composition/Speaking of	and Listening/Research: Summary
<b>Convention and</b> <b>Composition Options:</b> Author's Craft/Conventions: Composition/Speaking and			of Research Findings (6.0	C.4.1)
Listening/Research:				

Summary (6.R.3) Oral Report		
(6.C.2.1)		
	Teacher Table	
Teacher-Led Group: RP Claim,	, Evidence, and Audience	
	Peer-Group Learning/Independe	nt
High-Tech Backp All Watched Ove	-Old Girl New Hand From 3-D Printer ( John Rogers) backs Open World of Whales (Associated Press) er*Sonnet, Without Salmon (Richard Brautigan, Sherman A rs Defend Media Multitasking (Sumathi Reddy) liant? (NPR)	Alexie)
	Technology	
<b>Technology</b> : IXL Suggestions for <b>The Interne</b> M2 Read graphic organizers O1 Distinguish facts from opini		
IXL Suggestions for <b>Is Our Gain</b> C1 Identify the author's purpos FF10 Use relative pronouns: wI JJ4 Use relative adverbs		
IXL Suggestions for <b>The Black I</b> O6 Classify logical fallacies U4 Find antonyms in context	Hole of Technology	

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: Sav	vas Grammar (Based on Se	election 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)	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 st Sound				
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)								
	Teacher Table							
Teacher-Led Group:								
Remediation for Unit Test								
	Peer	r-Group Learning/Independe	ent					
MyPerspectives+:								
Independent Learning: 7 Yea	r-Old Girl New Hand From 3-D	Printer ( John Rogers)						
High-Tech Back	packs Open World of Whales.	(Associated Press)						
All Watched Ov	ver*Sonnet, Without Salmon	(Richard Brautigan, Sherman	Alexie)					
Teen Researche	ers Defend Media Multitasking	(Sumathi Reddy)						
Boredand Br	Boredand Brilliant? (NPR)							
	Technology							
Technology:								
XL Suggestions for The Fun They Had								
4 Use context to identify the meaning of a word								
Draw inferences from a text								
QQ4 Formatting quotations c	nd dialogue							

)24	
Thursday	Friday
	Assessment(s): Argumentative Writing Assessment
ection Text Skills)	
Revising:	Publishing and Presenting
OUICK 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?         • What is a more precise word you could substitute for this word?         Editing:         Curculate through the room as students edit their essays. Here are questions you can use to confer with students:         • What is a more precise word you could substitute for this word?         Editing:         • UICK CONFERENCE         Ource could you add more supporting evidence?         • What is a more precise word you could substitute for this word?         Editing:         • UICK CONFERENCE         Ource could you add more supporting evidence?         • What kind of errors have you corrected?         • Ty reading this sentence aloud. Does the grammar sound correct?         • What kinds of errors are you finding most often?         • What kinds of errors are you finding most often?         • Have you capitalized the names or abbreviations of organizations?	
	<ul><li>grammar sound correct?</li><li>What kinds of errors are you finding most often?</li><li>Have you capitalized the names or</li></ul>

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	I				
Teacher-Led Group:							
Unit 3 Assessment							
Reteach/Remediate/Practice	e Skills for Unit 3						
	Pee	er-Group Learning/Independe	nt				
Independent Learning: 7 Year High-Tech Back All Watched Ov Teen Researche	MyPerspectives+: ndependent 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) Boredand Brilliant? (NPR)						
		Technology					
Technology:							
IXL Suggestions for Writing an A	Argumentative Essay						
D3 Identify supporting details in informational texts							
D5 Identify counterclaims							
Q4 Correct errors in everyday use							
(K4 Prepositions: review							
003 Commas with direct add	•	erjections, and interrupters					
PP1 Correct capitalization erro	ors						

GRADE 61 UNIT 4: The Power of Imagination		INSTRUCTIONAL MODEL
<b>Essential Question:</b> 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 m challenging personal goal.		WHOLE-CLASS LEARNING ASSESSMENTS TEACHER-LED PEER-GROUP
<b>Unit Overview</b> : In this unit, students will read texts and watch a video abo imagination.	Sur me power of	LEARNING/INDEPENDENT TECHNOLOGY
<ul> <li>Unit Goals</li> <li>Students will be able to: <ul> <li>Read selections that explore the purposes of imagination and de</li> <li>Understand and use academic vocabulary words related to ficti</li> <li>Recognize elements of different genres, especially drama, fanta</li> <li>Read a selection of my choice independently and make meanin</li> <li>Write an imaginative and creative short story.</li> <li>Complete Timed Writing tasks with confidence.</li> </ul> </li> </ul>	ion. sy, and poetry.	
<ul> <li>Prepare and deliver a short story</li> <li>Selections &amp; Media         <ul> <li>Mentor Text</li> <li>Fiction: The Great Universal Undo (670L)</li> </ul> </li> <li>Whole-Class Learning         <ul> <li>Drama: The Phantom Tollbooth, Act I, play by Susan Nanus, based on the book by Norton Juster (NP)</li> </ul> </li> <li>Peer-Group Learning         <ul> <li>from The Misadventures of Don Quixote Miguel de Cervantes, retold by Tom Lathrop (940L)</li> <li>Jabberwocky Lewis Carroll</li> <li>The Mock Turtle's Song Lewis Carroll</li> <li>The Importance of Imagination Esha Chhabra (890L)</li> </ul> </li> </ul>	<ul> <li>Our Wreath of Rose Buds Bennett</li> <li>The Shah of Blah Salman</li> </ul>	rd of Oz L. Frank Baum (1030L) • Fantasy - Corrinne • Gwendolyn Rushdie n 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 Assessme Unit 4 Assessment (Edulastic)	Int Unit Reflection Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.

		Neek 25: 02/12/2024-02/16/202	4		
Monday	Tuesday	Wednesday	Thursday	Friday	
Anchor Chart(s):	Assessment(s): Exit Ticket	Anchor Chart(s):	): Assessment(s): Exit Ticket		
	Bell Work: Say	vvas Grammar (Based on Selec	tion 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: Dialogu	e, Stage Directions, and Cha	racter Development (6.R.1)	
Comprehension Strategy:		Comprehension Strategy: Ger	nerate 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)			enotation and Nuance		
Convention and Composition	n Options:	Convention and Composition Options:			
Author's Craft/Conventions:		Author's Craft/Conventions: C	Conjunctions (6.C.3.1)		
Composition/Speaking and I (6.R.3)	Listening/Research: Summary	Composition/Speaking and Lis (K12.EE.6.1; 6.C.2.1)	stening/Research: Profile (6.C	2.1.4) Dramatic Reading	
		Teacher Table			
<b>Teacher-Led Group:</b> *Character Development ar *Denotation and Nuance (R					
	Pe	er-Group Learning/Independer	nt		
	e); from Haroun and the Sea c	Frank Baum); Our Wreath of Ro f Stories (Salman Rushdie); from			
		C!Technology			
Technology: IXL Suggestions for The Phant	tom 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 26: 02/19/2024-02/23		Fut days	
Monday - NO SCHOOL	Tuesday Anchor Chart(s):	Wednesday	Thursday Assessment(s): Cold Read?	Friday	
	Bell Work: Sa	vvas Grammar (Based on S	Selection Text Skills)		
		Whole Group			
PRESIDENT'S	Comprehension Strategy: Ge Vocabulary/Word Study: Co <b>Convention and Compositio</b> Author's Craft/Conventions:	ue, Stage Directions, and G enerate Questions (K12.EE.: ncept Vocabulary (6.V.1.3 <b>n Options:</b> Conjunctions (6.C.3.1)	Character Development (6.R.1) 2.1) ) Denotation and Nuance (6.V.1.3) (6.C.1.4) Dramatic Reading (K12.EE.6	5.1; 6.C.2.1)	
		Teacher Table			
PRESIDENT'S	<b>Teacher-Led Group:</b> *Character Development and Plot (RP) *Denotation and Nuance (RP)				
	Ре	er-Group Learning/Indepe	ndent		
PRESIDENT'S	<b>MyPerspectives+:</b> <b>Technology:</b> BrainPop:				
		Technology			

PRESIDENT'S	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 Phanton	n Tollbooth, Act II						
Genre/Lexile: Drama							
Genre/Text Elements: Stage D	irections and Character Dev	elopment (6.R.1)					
Comprehension Strategy: Cre	ate Mental Images (K12.EE.2.	.1)					
Vocabulary/Word Study: Con	cept Vocabulary (6.V.1.3) La	tin Suffix: - ity (6.V.1.2)					
<b>Convention and Composition</b> Author's Craft/Conventions: L	-						
Composition/Speaking and Li	stening/Research: Narrative F	Retelling (6.C.1.2) Speech (K1:	2.EE.4.1; K12.EE.5.1; K12.EE.6.1; &	6.C.2.1)			
		Teacher Table					
Teacher-Led Group: *Language and Mood (RP)							
	Pe	er-Group Learning/Independ	ent				
<b>MyPerspectives+:</b> 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 <b>The Phanta</b> W3 Determine the meaning a Compare and contrast chara Compare and contrast points	f idioms from context: set 2 acters						

Week 28: 03/04/2024-03/08/2024					
Monday	Tuesday	Wednesday	Thursday	Friday	
Anchor Chart(s): Assessment(s):	Anchor Chart(s):		Assessment(s): Writing A	ssessment	
	Bell Work: Sa	vvas Grammar (Based on Se	lection Text Skills)		
		Whole Group			
ext Selection(s): The	Performance Task:	Planning and Prewriting:	Revising:	Publishing and Presenting	
hantom Tollbooth, Act II	Write an Expository Essay	<b>OUICK</b> CONFERENCE	CIVICK CONFERENCE Civicals through the rooms students in the rooms of the rooms students in the rooms of the		
Genre/Lexile: Drama	Composition/Speaking and	make their plans. Here are questions you can use to confer with students: • How will you open your essay? • Is one conferse, what is user control	most indexion: Out you have negative the point of the most indexion.     Carly up out have most bookfaces where you revoked your draft?     What information do you thrink will surprise the reader the most?     Where might suring a strainformation de prase.		
Genre/Text Elements: Stage Directions and Character	Listening/Research: Expository Essay (K12.EE.5.1;	In one sentence, what is your central idea?     Will you mainly use classification structure or comparison-and-contrast structure?	<ul> <li>http: connect the data in two watercas?</li> <li>http://watercast.org/project.com</li></ul>		
Development (6.R.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)	Can you use both? • How will you integrate evidence to support your ideas? • What idea do you want to leave your	Editing:		
Comprehension Strategy:	QUICK CONFERENCE	readers with in your conclusion?	QUICK CONFERENCE Circulate through the room as students set their essays. Here are queforiors you can use to confer with students:		
Create Mental Images K12.EE.2.1)	think about the assignment. Here are quanticity say can use to confirm with students: • What type of writing are you assignment (other than because it was an assignment) • Think about who will read this. Do they	Drafting	What errors did you, find most other?     Try reading this sentence aloud. Does the gramma sound correct?     How are you going about your editing? Try boking for one type of error at a time. <ul> <li>Ganyou shown the smelling you</li> <li>Show any source going about your setting you</li> <li>Canyou shown the smelling you</li> <li>Canyou show the you</li></ul>		
ocabulary/Word Study:	alimsky have some knowledge of the fapel? • What sources do you plan to consult? • What is one interesting or surgering fact, that you alimsky know about this topic?	Circulate through the room as students are drafting. Here are questions you can use to confer with students:	changed when editing?		
Concept Vocabulary 6.V.1.3) Latin Suffix: - <i>it</i> y		<ul> <li>What is your central idea?</li> <li>Can you show me the question you have asked? What about it will spark readers'</li> </ul>			
6.V.1.2)		curiosity? • Can you use a more precise word or phrase here to make this detail more vivid?			
Convention and		<ul> <li>What's another detail you could provide to make this scene come alive for the reader?</li> </ul>			
Composition Options:		Can you be more specific here?			
Author's Craft/Conventions:					
anguage and Mood (6.V.1)					
Composition/Speaking and					
istening/Research:					
Varrative Retelling (6.C.1.2)					
peech (K12.EE.4.1;					
(12.EE.5.1; K12.EE.6.1;					
.C.2.1)					

#### 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			PLANNING!	SPRING BREAK			
	Bell Work: S	Savvas Grammar (Based on Select	ion Text Skills)				
		Whole Group					
Reteach/Remediate/Practice	Skills for Unit 4 Assessment	ELANNING!	SPRING BREAK				
		Teacher Table					
Teacher-Led Group: Reteach,	/Remediate/Practice Skills	for Unit 4 Assessment	PLANNING!	SPRING BREAK			
		Peer-Group Learning/Independen	t				
	(Gwendolyn Bennett); The	(L. Frank Baum); Our Wreath of Shah of Blah (Salman Rushdie); om Alice's Adventures in	ELA HINTING!	SPRING BREAK			
	Technology						
<b>Technology</b> : IXL Suggestions: IXLs needed f	or remediation of skills.		ELANNING!	SPRING BREAK			

# Quarter 4

		V	/eek 30: 03/25/2024-03/29/202	24	
Monday	Tuesd	ay	Wednesday	Thursday	Friday
Anchor Chart(s): Assessment(		ssessment(s)	Unit 4 Test 1	Anchor Chart(s):	Assessment(s): Exit Ticket
	В	<b>ell Work:</b> Sav	vas Grammar (Based on Sele	ction Text Skills)	
			Whole Group		
Text Selection(s): from The Mis	adventures of Do	on Quixote		Text Selection(s): Jabber	wocky
Genre/Lexile: Retelling				Genre/Lexile: Narrative P	Poem
Genre/Text Elements: Narrato	r and Point of Vie	ew (6.R.1.3) C	haracter and Plot (6.R.1.1)	Genre/Text Elements: Stru	uctures in Poetry: Meter (6.R.1.4)
Comprehension Strategy: Ma	ke Predictions (K	12.EE.2.1)		Comprehension Strategy	r: Adjust Fluency (K12.EE.2.1)
Vocabulary/Word Study: Digit (6.C.3.1)	tal Reference Mc	iterials (6.V.1.	3) Long i Spelling Pattern: igh	Vocabulary/Word Study: Context Clues (6.V.1.3) Word Origins (6.V.1.3)	
<b>Convention and Composition Options:</b> Author's Craft/Conventions: Subject-Verb Agreement in Complex Sentences (6.C.3.1)			<b>Convention and Compo</b> Author's Craft/Conventio 6.V.1.3)	sition Options: ons: Language and Mood (6.R.3.	
Composition/Speaking and Listening/Research: Research Report (6.C.1.5; 6.C.4.1)			eport (6.C.1.5; 6.C.4.1)	Composition/Speaking a Comparison-and-Contra	-
			Teacher Table		
<b>Teacher-Led Group:</b> *Character and Plot (RP) *Word Origins (RP)					
		Pee	er-Group Learning/Independe	ent	
<b>MyPerspectives+:</b> Independent Learning: from the Shah of Blah (Salman Rushdie)		•			asy (Gwendolyn Bennett); The onderland (Lewis Carroll)
			Technology		
Technology: IXL Suggestions for <b>from The M</b>	isadventures of [	)on 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):		
				REFLECTIVE ESSAY Authors Purpose 9 to express insights gained through expression or observation Characteristics 9 descriptions of a specific event, time periods or person 9 descriptions of a specific event, time 9 descriptions of a		
	Bell Work: Sav	vas Grammar (Based on Sele	ction Text Skills)			
		Whole Group				
Text Selection(s): The Mock Turtle's Song		Assessment(s): Unit 4 Test 2	Remediation for Unit 4 Test 2	Text Selection(s): The Importance of Imagination		
Genre/Lexile: Song						
Genre/Text Elements: Structures in Poetry: Meter (6.R.1.4)				Genre/Lexile: Reflective Essay		
Comprehension Strategy: Adjust Fluency (K12.EE.2.1)				Genre/Text Elements: Central Idea and Rhetorical		
Vocabulary/Word Study: Context Clues (6.V.1.3) Word Origins (6.V.1.3)				Appeals (6.R.2.2; 6.R.3.4)		
				Comprehension Strategy:		
<b>Convention and Composition Options:</b> Author's Craft/Conventions: Language and Mood (6.R.3.1; 6.V.1.3)				Establish a Purpose for Reading (K12.EE.2.1)		
				Vocabulary/Word Study:		
Composition/Speaking and Listening/Research: Comparison-and-Contrast Essay (6.R.1.2; 6.C.1.4)				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)			
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 Son					
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					
dentify appeals to ethos, logos, and pathos in advertisements					
E1 Compare and contrast in informationaltexts					
E2 Match causes and effects in informationaltexts					

Week 32: 04/08/2024-04/12/2024						
Monday	Tuesday	Wednesday	Thursday	Friday		
Anchor Chart(s):	Assessment(s):					
REFLECTIVE ESSAY Authors' Purpose Or conservation Characteristics Office operation Characteristics Office address of a second operation of the address of the staryfelling elements Office address of feeling and thinking Office address of the second address of the						
a conclusion that summarizes insights	Bell Work: Sav	vas Grammar (Based on Sele	ction Text Skills)			
		Whole Group	1			
Text Selection(s): The Imp	ortance of Imagination	Write an Argumentative	Planning and Prewriting:	Revising:		
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)		Essay - Test Prep Book Composition/Speaking and Listening/Research: Argumentative Essay (K12.EE.6.1; 6.C.1.3; 6.C.1.5;	<section-header><section-header><section-header><text><text><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></text></text></section-header></section-header></section-header>	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: 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?		
		Performance Task:				

	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					
<b>Teacher-Led Group:</b> Unit 4 Assessment Reteach/Remediate/Practice Skills for Unit 4					
Peer-Group Learning/Independent					
<b>MyPerspectives+:</b> 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 correlativeconjunctions JJ7 Form and use comparative and superlative adjectives					