

6th Grade ELA Curriculum Map 2022-23

\*Spotlight skills vary throughout WG & P2P selections  
 \*Vocabulary & Grammar embedded throughout selections  
 \*Writing will take place on Wednesdays.

Quarter 1

Week 1 - 8/15-8/19	Day 1	2	3	4	5
<p>Florida B.E.S.T. Standards</p> <p>Spotlight: 6.R.3 Summarizing; 6.C.1.2 Write personal or fictional narratives; 6.R.1.3 Point of View</p> <p>Supporting: K12.EE.2.1, K12.EE.1.1, K12.EE.2.1, K12.EE.3.1, K12.EE.4.1, K12.EE.5.1, 6.R.2, 6.R.1.4, 6.R.2, 6.R.2.1, 6.R.3.1, 6.C.4.1, 6.V.1.3</p>			<p>SAVVAS myPerspectives Grade 6                      Unit 1 - Where I'm From                      EQ - How do our communities shape our experience of growing up?</p> <p><b>Unit 1 Goals</b>                      Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read selections that explore how communities shape identity.</li> <li>• Understand and use academic vocabulary words related to personal narratives.</li> <li>• Recognize elements of different genres, especially narrative essays, realistic fiction, and memoirs.</li> <li>• Read a selection of my choice independently and make meaningful connections to other texts.</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>		
<p>WG</p>	<p>Unit Introduction SE pp 2-5</p> <p><b>Motivate and Engage</b>                      Students engage in a discussion about how where they come from has shaped who they are.</p> <p><b>Watch the Video/Discuss It</b>                      Students will watch the video "Best of the Bee" and discuss the question:   <i>Do you think competition should be part of everyone's childhood?</i>                      Watch the Video</p> <p><b>Table of Contents Preview</b>                      Preview the selections in the unit and point out that students will respond to prompts:</p> <p><b>Whole-Class Learning</b>  <i>When did you use your imagination to solve a problem?</i>  <b>Peer-Group (or WG Discussion) Learning</b></p>	<p>Second Read (Independent) <i>Wagon Train at Dusk</i></p> <p>-(Kagan) Word Network pp 7 &amp; copy in student journal</p> <p>-Introduce Summary writing</p> <p>-Pp 9 Quick Write</p> <p>EQ Notes pp. 9 (kagan)</p> <p>*See online resource Hook &amp; Inspire</p>	<p><b>Writing Wednesday</b>                      SE pp 58-60</p> <p><b>Write a Personal Narrative</b>                      Students write a true story relating a meaningful experience from his or her own life incorporating elements of a personal narrative: purpose, characteristics, and structure.</p> <p><b>Planning /PreWriting</b>                      Students take a few minutes to brainstorm for their free-write before breaking into Independent Station.</p>	<p><b>SELECTION</b>  <i>from Brown Girl Dreaming</i>                      Jacqueline Woodson                      SE pp 10-14</p> <p><b>Essential Question</b>  <i>How do our communities shape our experience of growing up?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Demonstrate respect</li> <li>• Show interest</li> <li>• Interact and share ideas</li> </ul> <p>Whole-Class Learning Strategies Video</p> <p><b>Table of Contents Preview</b>                      Preview the selections in the</p>	<p><b>SELECTION</b>  <i>from Brown Girl Dreaming</i>                      Jacqueline Woodson                      SE pp 15-17</p> <p>Guided Reading - stop to annotate pp.15-17</p> <p>Pp 21 <b>Build Insight</b> #1-2 only (Kagan)</p>

	<p><i>Deliver a retelling of the childhood challenges presented in one of the selections.</i></p> <p><b>Performance-Based Assessment</b>  <i>How do our communities shape our experience of growing up?</i></p> <p><b>Unit Goals</b>  Students will deepen their perspective about the ways that childhood experiences can be shared through reading, writing, speaking, and listening, and presenting.</p> <p>Unit Goals Video</p> <p><b>Introduce Academic Vocabulary</b> (Kagan)  reflect, mission, contribute, recognize, memorize</p> <p><b>Read</b> Wagon Train at Dusk</p>			<p>Whole-Class Learning section and discuss how they relate to the EQ and unit theme.</p> <p><b>LEARN ABOUT GENRE: NONFICTION</b></p> <p><b>Reading Memoirs</b>  **Anchor Chart  Students learn about the purpose, characteristics, and structure of a memoir.</p> <p><b>Take a Minute</b>  Teacher presents search the meaning of <i>memoir</i>.</p> <p><b>Genre/Text Elements</b>  First-person point of view and voice.</p> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b>  squish, humming, twist, twirl, shushes, feathery</p> <p><b>Comprehension Strategy</b>  Create mental images.</p> <p>Begin Reading if time allows.</p>	
<p>Teacher Table</p>	<p><u>Lesson 1 - Groups 1 &amp; 2</u></p> <p>SE pp. 5 - Reteach Academic Vocabulary</p> <p>Reteach Summary pp 8  -Complete summary WITH students  -Icebreaker pp 8</p>	<p><u>Repeat Lesson 1 with groups 3 &amp; 4</u></p>	<p>Pull students as needed for writing support</p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u>  SE pp 22 Close Read #1-3  Pp 23 Genre/Text Elements - Practice #1-3</p>	<p><u>Repeat Lesson 2 with groups 3 &amp; 4</u></p>

Peer-to-Peer	from Bad Boy SE pgs. 74-79
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pgs. 118-121 *Teacher discretion- preselect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 120-121 Close-Read Guide for students' response to passage they read.
Technology	Grammar: Verb Simple and Perfect Tense Tutorial; Grammar Practice Lessons; Grammar Plus Workbook lesson 80  Computer Program: IXL

Week 2 - 8/22-8/26	Day 6	7	8	9	10
Florida B.E.S.T. Standards  Spotlight: 6.R.3 Summarizing; 6.C.1.2 Write personal or fictional narratives; 6.R.1.3 Point of View  Supporting: K12.EE.2.1, K12.EE.1.1, K12.EE.2.1, K12.EE.3.1, K12.EE.4.1, K12.EE.5.1, 6.R.2, 6.R.1.4, 6.R.2, 6.R.2.1, 6.R.3.1, 6.C.4.1, 6.V.1.3			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From EQ - How do our communities shape our experience of growing up?		
WG	<b>Review SELECTION</b> <i>from</i> Brown Girl Dreaming Jacqueline Woodson Continue reading SE pp 18-19  Guided Reading - stop to annotate  <b>Pp 26 Composition</b>	<b>SELECTION</b> <i>from</i> Brown Girl Dreaming Jacqueline Woodson Continue Reading SE pp 20-21  Guided Reading - stop to annotate  <b>Pp 21 Build Insight</b> #3- 6only (Kagan)  <b>Pp 27 Speaking and Listening</b>	<b>Writing Wednesday</b>  Student's Review Prewriting on pp 60  <b>Structure Your Narrative pp 61</b>	<b>Selection Test - from Brown Girl Dreaming supplement with the online exit ticket</b>	Unit Root Vocabulary Quiz (pp 5) - teacher preference  Extra Review Time for Writing Wednesday  Pull as needed
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> Pp 24-25 Concept Vocabulary / Word Study / Author's Craft	<u>Repeat Lesson 1 with groups 3 &amp; 4</u>	Pull students as needed for writing support  Quick Conference	<u>Lesson 2 - Groups 1 &amp; 2</u> Reteach & Review <i>from</i> Brown Girl Dreaming	<u>Repeat Lesson 2 with groups 3 &amp; 4</u>

			TE pp 61	Vocabulary Review (SAVVAS Resource)	
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**Week 2 Rotations**

Peer-to-Peer	The Moth Presents: Aleeza Kazmi SE pgs. 82-85
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pgs. 118-121 *Teacher discretion- preselect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 120-121 Close-Read Guide for students' response to passage they read.
Technology	Digital Grammar Lesson Phrases: Infinitives and Infinitive; Infinitives and Infinitive Phrases worksheet  Computer Program: IXL

Week 3 - 8/29-9/2	Day 11	12	13	14	15
Florida B.E.S.T. Standards  <u>Spotlight:</u> R.6.1.1 Development of Plot and Flashback; 6.C.1.2 Write personal or fictional narratives  <u>Supporting:</u> K12.EE.2.1, K12.EE.1.1, K12.EE.3.1, 6.C.4.1, 6.C.3.1, 6.C.1.2, 6.C. 2.1, 6.V.1.3			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From EQ - How do our communities shape our experience of growing up?		
WG	<b>LEARN ABOUT GENRE: FICTION</b>  <b>Reading Science Fiction</b> Students learn about the purpose, characteristics, and structure of science fiction.  <b>Take a Minute:</b> Students list examples of science fiction.	<b>SELECTION</b> <b>The Sand Castle</b> <b>Alma Luz Villanueva</b> SE pp 31-33 (though paragraph 6) The Sand Castle  Teach Exposition in Plot  Pp 37 Build Insight #1-2	<b>Writing Wednesday</b>  Drafting pg. 62	<b>SELECTION</b> <b>The Sand Castle</b> <b>Alma Luz Villanueva</b> SE pp 33-36 Finish reading The Sand Castle  Teach Plot & Annotate	<b>Reread and Review</b> <b>SE pp 31-36 The Sand Castle</b>  Pp 37 #3-6

	<b>Genre/Text Elements</b> <b>Plot and Flashback</b>  <b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> <b>scorched;</b> <b>unprotected;</b> <b>cumbersome; hostile;</b> <b>forlorn; drained</b>  <b>Comprehension</b> <b>Strategy</b> <b>Make Predictions</b>				
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> <b>Pp 38 Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.	<u>Repeat Lesson 1 - Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u> Pp 39 Genre / Text	<u>Repeat Lesson 2 - Groups 3 &amp; 4</u>

**Week 3 Stations**

Peer-to-Peer	Prince Francis SE pgs. 86-88 Read pgs. 89-93 Questions 1-4 pg. 98
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pg. 118-121 *Teacher discretion- pre-elect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 120-121 Close-Read Guide for students' response to passage they read.
Technology	Grammar: Gerunds and Gerund Phrases Tutorial; Phrases Gerund and Gerunds Practice Lesson; Gerunds worksheet  Computer program: IXL

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<b>Week 4 - 9/5-9/9</b>	M - <b>NO SCHOOL (9/5)</b>	Day 16	17	18	19
Florida B.E.S.T. Standards			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From		

Spotlight: 6.C.1.2 Write personal or fictional narratives; C.2.1 Oral Presentations Supporting: 6.C.1.5; K12.EE.6.1			EQ - How do our communities shape our experience of growing up?		
WG	NO SCHOOL	SE pp 42 Composition Short Story Activity	<b>Shorter Writing Lesson</b> pg 63 Create Coherence	SE pp 43 Speaking and Listening Oral Reading Activity	<b>Selection Quiz - The Sand Castle supplement with the online exit ticket</b>
Teacher Table	NO SCHOOL	<u>Lesson 1 - Groups 1 &amp; 2</u> Pp 40 Concept Vocabulary & Word Study	<u>Repeat Lesson 1 - Groups 3 &amp; 4</u>	<u>Lesson 2 - Groups 1 &amp; 2</u> Pp 41 Conventions	<u>Repeat Lesson 2 - Groups 3 &amp; 4</u>

**Week 4 Stations**

Peer-to-Peer	No SCHOOL	Prince Francis SE pgs.94-97 (Questions 5-8 pg. 98)
Independent <i>*pre-printed leveled station text &amp; materials</i>	NO SCHOOL	SE pg. 118-121 *Teacher discretion- pre-elect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 120-121 Close-Read Guide for students' response to passage they read.
Technology	NO SCHOOL	Grammar: Verbals: Infinitives and Gerunds worksheet Exit Ticket: Verbals Infinitives and Gerunds

<b>Week 5 - 9/12-9/16</b>	Day 20	21	22 - <b>HALF DAY (9/14)</b>	23	24
Florida B.E.S.T. Standards  Spotlight: 6.R.1.3 Speaker in Poetry; 6.C.1.2 Write personal or fictional narratives  Supporting: 6.R.1.2, 6.R.1.4; K12.EE.2.1; K12.EE.1.1; K12.EE.5.1, K12.EE.6.1; 6.C.4.1; 6.C.3.1; 6.V.1.2			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From EQ - How do our communities shape our experience of growing up?		
WG	<b>SE pp 44-46 LEARN ABOUT GENRE: FICTION</b>  <b>Reading Poetry</b> Students learn about the purpose, characteristics, and	<b>SELECTION</b> <i>from Spoon River Anthology</i> Edgar Lee Masters SE pp 47-49 "Washington McNeely" & "Mary McNeely"		<b>SELECTION</b> <i>from Spoon River Anthology</i> Edgar Lee Masters SE pp 50-51 "Daniel M'Cumber"	

	<p>structure of poetry.</p> <p><b>Take a Minute:</b> Students read aloud and describe the speaker in the poem. *Kagan</p> <p><b>Genre/Text Elements</b> Narrators and Speakers *Kagan</p>	(kagan poetry activities)		<b>Build Insight</b> Questions 1-6 & EQ	
Teacher Table	<p><u>Lesson 1 - Groups 1 &amp; 2</u></p> <p><b>Concept Vocabulary</b> disgrace; recluse; devoured; withdraws; solitude; solace</p> <p><b>Comprehension Strategy</b> Read Fluently Using Supplemental Poem on SAVVAS</p>	<u>Repeat Lesson 1 - Groups 3 &amp; 4</u>	<b>No S/G</b>	<p><u>Lesson 2 - Groups 1 &amp; 2</u></p> <p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Add Supplemental Poems from SAVVAS if needed</p>	<u>Repeat Lesson 2 - Groups 3 &amp; 4</u>

**Week 5 Rotations**

Peer-to-Peer	<p>Prince Francis SE pg. 100 (Questions 1-5 Practice)</p>
Independent <i>*pre-printed leveled station text &amp; materials</i>	<p><b>Option 1:</b> SE pg. 118-121 *Teacher discretion- pre-elect reading passage</p> <p>*Activities for independent passages are online through Savvas.</p> <p>*On pgs. 120-121 Close-Read Guide for students' response to passage they read.</p> <p><b>Option 2:</b> Savvas Test Prep Workbook-Reading Bank 1 pgs. 1-6</p>
Technology	<p>Grammar: Pronoun-Antecedent Agreement Video and Tutorial; Practice Lesson; Worksheet</p> <p>Computer program: IXL</p>

<b>Week 6</b> 9/19-9/23	Day 25	26	27	28	29
Florida B.E.S.T. Standards			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From		

Spotlight: 6.R.1.3 Shifts in point of view/perspectives; 6.C.1.2 Write personal or fictional narratives; 6.C.3.1 grammar (verbals); K12.EE.6.1 Voice & Tone in Speaking and Writing  Supporting: 6.R.1.2; 6.R.1.4; K12.EE.1.1; K12.EE.2.1; K12.EE.5.1; K12.EE.6.1			EQ - How do our communities shape our experience of growing up?		
WG	<b>SELECTION</b> <i>from Spoon River Anthology</i> <b>Edgar Lee Masters</b> <b>SE pp 53</b>  <b>ANALYZE AND INTERPRET</b> (con't)  <b>Genre/Text Elements</b> Narrators and Speakers <i>*Kagan</i>	<b>SHARE IDEAS</b>  <b>Composition</b> Students write two poems based on different perspectives.  Reteach and Practice: Poem (RP) (online supplemental poems for extra practice)	<b>Writing Wednesday</b>  Revising pg 64	<b>Speaking and Listening: Poetry Reading</b>  Students deliver a reading of the poems they wrote  Speaking and Listening: Partner Discussion (RP)  <b>EQ Notes</b> Students add thoughts and observations about the reading.	<b>SELECTION TEST</b> <i>from Spoon River Anthology</i> <b>supplement with the online exit ticket</b>  Reteach and Practice: Poetry Reading (RP)
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> <b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: disgrace; recluse; devoured; withdraws; solitude; solace  <b>Word Study: Latin Prefix: <i>dis-</i></b> Students complete activities relating to the Latin prefix <i>dis-</i> .	<u>Repeat Lesson 1 - Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u> <b>Conventions</b> <b>Verbals: Infinitives</b> Students find infinitives in the poems.  Exit Ticket: Verbals: Infinitives (online)  Reteach and Practice: Verbals: Infinitives (RP) (online)	<u>Repeat Lesson 2 - Groups 3 &amp; 4</u>

**Week 6 Rotations**

Peer-to-Peer	Author's Craft Practice SE pg. 101 1-3
Independent <i>*pre-printed leveled station text &amp; materials</i>	Savvas Test Prep Workbook-Reading Bank 2: pgs. 7-14 Language and Editing



	Bank 1 & 2: pgs. 111-114
Technology	Literary Devices and Character Development; Exit Ticket  Computer program: IXL

Week 7 - 9/26-9/30	Day 30	31	32 -	33	34
Florida B.E.S.T. Standards Spotlight: 6.R.1; 6.V.1.3; 6.C.1.2 Write personal or fictional narratives Supporting: K12.EE.4.1; K12.EE.3.1; K12.EE.4.1			SAVVAS myPerspectives Grade 6 Unit 1 - Where I'm From EQ - How do our communities shape our experience of growing up? Performance Task- Present a Narrative: Retelling <b>End Unit 1</b>		
WG	Peer to peer story "Sound of Summer Running" Complete reading in whole group, then release to peer to peer stations for activities.  Begin pp. 116-117 Present a Narrative Retelling - continue through week 7	Peer to peer story "Sound of Summer Running" Complete reading in whole group, then release to peer to peer stations for activities.	<b>Writing Wednesday</b>  Pg 65 Taking a closer look at your draft	Unit Tests Parts 1 and 2	Continue Unit Tests Parts 1 and 2  Unit Wrap-Up Reflect on the Unit pg 125
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> Differentiated Reteach and Practice	<u>Repeat Lesson 1 - Groups 3 &amp; 4</u>	Pull students as needed for writing support	Pull students as needed for test support or remediation	Pull students as needed for test support or remediation

**Week 7 Rotations**

Peer-to-Peer	The Sound of Summer Running. SE pgs.103-109; Questions 5-8 pg. 110; Analyze and Interpret Practice 1-2 pg. 111
Independent <i>*pre-printed leveled station text &amp; materials</i>	The Sound of Summer Running. SE pgs.103-109; Questions 1-4 pg. 110 Analyze and Interpret Practice pg. 112 1-4

Technology	<p>Grammar Video: Understanding Symbols (under resources)</p> <p>Literary Devices: Symbols; Exit Ticket</p> <p>Computer program: IXL</p>
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<b>Week 8 - 10/3-10/7</b>	Day 35	36	37	38	39
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<p>Florida B.E.S.T. Standards</p> <p>Spotlight: 6.R.3 Summarizing; 6.R.2.1 Author's Purpose &amp; Organization; 6.C.1.2 Write personal or fictional narratives</p> <p>Supporting: 6.R.2; 6.R.3.1; K12.EE.4.1; K12.EE.2.1; K12.EE.1.1; K12.EE.3.1; 6.C.1; 6.C.4.1; 6.C.3.1; 6.C.1.4; 6.V.1.2; 6.V.1.3</p>	<p>SAVVAS myPerspectives Grade 6 <b>Begin Unit 2 - Natural Allies</b> EQ - How do animals and people interact? <b>Finish Narrative Writing</b> <b>Unit 2 Goals</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read selections that explore how communities shape identity.</li> <li>• Understand and use academic vocabulary words related to personal narratives.</li> <li>• Recognize elements of different genres, especially narrative essays, realistic fiction, and memoirs.</li> <li>• Read a selection of my choice independently and make meaningful connections to other texts.</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>				
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WG	<p>Unit Introduction SE pp 126-129</p> <p><b>Motivate and Engage</b> Students engage in a discussion about their interactions with pets and other animals.</p> <p><b>Watch the Video/Discuss It</b> Students will watch the video "People of the Horse: Special Bond" and discuss the question:  <i>Is the relationship between animals and people truly a special bond?</i> Watch the Video</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and point out that students will respond to prompts:</p>	<p>Second Read (Independent) <i>Reading Buddies</i></p> <p>-(Kagan) Word Network pp 7 &amp; copy in student journal</p> <p>-Review Summary writing</p> <p>-Pp 9 Quick Write</p> <p>EQ Notes pp. 133 (kagan)</p> <p>*See online resource Hook &amp; Inspire</p>	<p><b>Writing Wednesday</b></p> <p>Pg 66 Editing and Pg. 67 Focus on Spelling and Punctuation</p> <p>Narrative Writing Wrap-Up</p>	<p>SE pp 134-138 <b>ESSENTIAL QUESTIONS</b> *kagan</p> <p><b>WHOLE CLASS LEARNING STRATEGIES / EXPECTATIONS</b></p> <p><b>LEARN ABOUT GENRE: NONFICTION Reading Autobiographies</b> Anchor Chart &amp; Lesson</p> <p><b>Genre/Text Elements</b> *kagan</p> <p><b>PREPARE TO READ SELECTION</b> <i>From My Life With the Chimpanzees</i> Jane Goodall</p> <p><b>Concept Vocabulary</b></p> <p><b>Comprehension</b></p>	<p><b>SELECTION</b> <i>From My Life With the Chimpanzees</i> Jane Goodall Pp 139-142 (paragraphs 1-20)</p> <p>Read, Annotate &amp; Infer</p> <p>Pp 149 - Preview questions 2-3 only</p>
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	<p><b>Whole-Class Learning</b> <i>What qualities do people and animals share?</i></p> <p><b>Peer-Group (or WG Discussion) Learning</b> <i>Write and deliver a set of oral instructions on how to make an origami version of the animal of your choosing. See pp. 230-231</i></p> <p><b>Performance-Based Assessment</b> <i>How do animals and people interact?</i></p> <p><b>Unit Goals</b> Students will deepen their perspective about the ways that people and animals can relate to each other through reading, writing, speaking, and listening, and presenting.</p> <p>Unit Goals Video</p> <p><b>Introduce Academic Vocabulary</b> (Kagan) Exclude, illustrate, benefit, elaborate, objective</p>			<p><b>Strategy</b></p>	
<p>Teacher Table</p>	<p><u>Lesson 1 - Groups 1 &amp; 2</u> Summary &amp; Icebreaker pp 132</p>	<p><u>Repeat Lesson 1 -</u> <u>Groups 3 &amp; 4</u></p>	<p>Pull students as needed for writing support</p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u> Author's Purpose &amp; Message (RP) SAVVAS Digital Resource</p>	<p><u>Repeat Lesson 2 -</u> <u>Groups 3 &amp; 4</u></p>

**Week 8 Rotations**

<p>Peer-to-Peer</p>	<p>The Sound of Summer Running. SE pgs.103-109; Questions 1-5 pg. 113; Test Practice pg. 114 1-3; Short Response pg. 115 1-3</p>
<p>Independent <i>*pre-printed leveled station text &amp; materials</i></p>	<p><b>Word Network</b> SE pg. 7 Students add new words to their Word Network as they read texts in the unit. SE pgs. 124-125 Unit Reflection</p>
<p>Technology</p>	<p>Grammar: Comma Usage and Grammar</p>

	<p>Grab Tutorial; Comma Worksheet</p> <p>Computer program: IXL</p>
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Week 9 - 10/10-10/14	Day 40	41	42 -	43	44
<p>Florida B.E.S.T. Standards</p> <p>Spotlight: 6.R.3 Summarizing; 6.R.2.1 Author's Purpose &amp; Organization; 6.C.1.4 Write expository texts</p> <p>Supporting: 6.R.2; 6.R.3.1; K12.EE.4.1; K12.EE.2.1; K12.EE.1.1; K12.EE.3.1; 6.C.1; 6.C.4.1; 6.C.3.1; 6.C.1.4; 6.V.1.2; 6.V.1.3</p>			<p>SAVVAS myPerspectives Grade 6 Unit 2 - Natural Allies EQ - How do animals and people interact? <b>Begin Expository Writing</b></p> <p><i>End of Grading Period (10/14)</i></p>		
WG	<p><b>SELECTION</b> <b><i>From My Life With the Chimpanzees</i></b> Jane Goodall Pp 142-145 (paragraphs 21-44)</p>	<p><b>SELECTION</b> <b><i>From My Life With the Chimpanzees</i></b> Jane Goodall Pp 145-149 Finish</p>	<p><b>Writing</b> <b>Wednesday</b></p> <p>Expository Essay pp.184-186</p>	Speaking and Listening Practice pg.155	<p><b>SELECTION TEST</b> <b><i>From My Life With the Chimpanzees</i></b> supplement with the online exit ticket</p>
Teacher Table	<p><u>Lesson 1 - Groups 1 &amp; 2</u> <b>Pp 150 Close-Read</b> <b>Pp 151 Genre/Text Elements - Author's Purpose and Message</b> Discuss 3 types of key details that help readers understand the message of an autobiography.</p>	<p><u>Repeat Lesson 1 for Groups 3 &amp; 4</u></p>	<p>Pull students as needed for writing support</p> <p><i>Additional writing practice pp.154</i></p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u> <b>Pp.152 Concept Vocabulary &amp; Word Study</b></p>	<p><u>Repeat Lesson 2 for Groups 3 &amp; 4</u></p>

**Week 9 Rotations**

Peer-to-Peer	<p>Reading Lyric Poetry <i>Sonnet</i> and <i>I Understand-a Villanelle</i> pgs. 198-203</p>
Independent <i>*pre-printed leveled station text &amp; materials</i>	<p>Savvas Test Prep Workbook-Reading Bank 3: pgs. 15-20 -Add words from texts to Word Network in Student Journal</p>
Technology	<p>Central Idea and Supporting Evidence video; worksheet; Exit Ticket</p> <p>Computer program:</p>

<b>Quarter 2</b>	NO SCHOOL - Teacher Planning	Day 45	46	47	48
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<p>Florida B.E.S.T. Standards</p> <p>Spotlight: <b>6.C.1.4</b> Write expository texts; <b>6.R. 2.2</b> Central Idea: Analyze the central idea(s), implied or explicit, and its development throughout a text; <b>6.V.1.3</b> Context and Connotation: Apply knowledge of context clues, word relationships, and/or background information to determine the meaning of words; <b>6.R.2.1</b> Structure: Explain how individual text sections and/or features convey meaning in texts</p> <p>Supportive: <b>6.R.2.3:</b> Purpose and Perspective: Analyze authors' purpose(s) in multiple accounts of the same event or topic; <b>EE.1.1</b> Cite evidence to explain and justify reasoning; <b>6.R.3.4</b> Understanding Rhetoric: Identify rhetorical appeals in a text; <b>6.C. 4.1</b> Researching and using information</p>	<p>SAVVAS myPerspectives Grade 6</p> <p><b>Unit 2 - Natural Allies</b></p> <p>EQ - How do animals and people interact?</p> <p>Expository Writing</p>				
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WG		<p><b>SELECTION</b></p> <p><b><i>How Smart are Animals?</i></b></p> <p>Pp. 156-158</p> <p>Introduce the selection</p>	<p><b>Writing</b></p> <p><b>Wednesday</b></p> <p>Planning and Prewriting</p> <p>pp.186-187</p>	<p><b>SELECTION</b></p> <p><b><i>How Smart are Animals?</i></b></p> <p><i>How Smart is Smart and Do Animals Think?</i></p> <p>Pp. 159 - 162</p>	<p><b>SELECTION</b></p> <p><b><i>How Smart are Animals?</i></b></p> <p><i>What is Intelligence?, Studying Animal Thought, Measuring Animal Intelligence</i></p> <p>pp.163-166</p>
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Teacher Table		<p><u>Lesson 1 for Groups 1 &amp; 2</u></p> <p><b>Pp.168 - 169</b></p> <p><b>Close Read #1-3</b></p> <p><b>Genre/Text Elements</b></p> <p><i>*HL students seen on Friday for both lessons</i></p>	<p>Pull students as needed for writing support</p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u></p> <p><b>Pg. 170 Concept Vocabulary</b></p>	<p><u>Lesson 1 &amp; 2 for Groups 3 &amp; 4</u></p> <p><b>Pg. 168 Close Read #1</b></p> <p><b>Pg. 169 Genre/Text Elements</b></p> <p><b>Pg. 170. Concept Vocabulary</b></p>
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**Week 1 Rotations**

Peer-to-Peer	<p>Reading Lyric Poetry</p> <p><i>Sonnet and I Understand-a Villanelle</i></p> <p>pgs. 204-207</p>
Independent <i>*pre-printed leveled station text &amp; materials</i>	<p>SE pg. 232-233</p> <p>*Teacher discretion- pre-elect reading passage</p> <p>*Activities for independent passages are online through Savvas.</p>

	*On pgs. 234-235 Close-Read Guide for students' response to passage they read.
Technology	Text Features: Introductions and Acknowledgments worksheet  Computer program: IXL

Week 2 - 10/24-10/28	Day 49	50	51	52	53
Florida B.E.S.T. Standards  Spotlight: <b>6.C.1.4</b> Write expository texts; <b>EE.1.1</b> Cite evidence to explain and justify reasoning; <b>6.R.2.2</b> Central Idea: Analyze the central idea(s), implied or explicit, and its development throughout a text.  Supportive: <b>6.R.2.3</b> Purpose and Perspective: Analyze authors' purpose(s) in multiple accounts of the same event or topic; <b>EE.1.1</b> Cite evidence to explain and justify reasoning; <b>6.R.3.4</b> Understanding Rhetoric: Identify rhetorical appeals in a text; <b>6.C. 4.1</b> Researching and using information			SAVVAS myPerspectives Grade 6 Unit 2 - Natural Allies EQ - How do animals and people interact? Expository Writing		
WG	<b>SELECTION</b> <b><i>How Smart are Animals?</i></b> Review text Pg. 167 <b>Focus on citing evidence #1-4</b>	<b>SELECTION</b> <b><i>How Smart are Animals?</i></b> Review text Pg. 167 continued <b>Focus on citing evidence #5-7 &amp; EQ</b>	<b>Writing</b> <b>Wednesday</b>  Drafting and Introduction pg. 188	<b>SELECTION TEST</b> <b><i>How Smart are Animals?</i></b> <b>supplement with the online exit ticket</b>	<b>PREPARE TO READ</b> <b><i>So What is a Primate?</i></b> Pg. 172  <b>Focus on Concept Vocabulary</b>  <b>Comprehension Strategy</b> Generate Questions before reading text next week
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> <b>Author's Craft Pg. 171</b> <b>Central Idea and Supporting Evidence</b>	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u> <b>Review/Reteach &amp; Remediate Central Idea &amp; Supporting Evidence (RP)</b>	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u>

**Week 2 Rotations**

Peer-to-Peer	Reading Myths <i>The Tale of the Hummingbird</i> pgs. 208-213
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pg. 232-233 *Teacher discretion- pre-elect reading passage

	<p>*Activities for independent passages are online through Savvas.</p> <p>*On pgs. 234-235 Close-Read Guide for students' response to passage they read.</p>
Technology	<p>Speaker and Theme worksheet; Exit Ticket'; : Sentence Structure Grammar Tutorial; Sentence Structure worksheet</p>

Week 3 10/31-11/4	Day 54	55	56	57	58
<p>Florida B.E.S.T. Standards</p> <p>Spotlight: <b>6.C.1.4</b> Write expository texts; <b>6.R.2.1</b> Structure: Explain how individual text sections and/or features convey meaning in texts; <b>6.R.2.3</b> Purpose and Perspective: Analyze authors' purpose(s) in multiple accounts of the same even or topic; <b>6.V.1.3</b> Context and Connotation: Apply knowledge of context clues, word relationships, and/or background information to determine the meaning of words; <b>EE.1.1</b> Cite evidence to explain and justify reasoning</p> <p>Supportive: <b>6.C.4.1</b> Researching and using information; <b>EE.2.1</b> read and comprehend grade-level complex texts proficiently</p>			<p>SAVVAS myPerspectives Grade 6 Unit 2 - Natural Allies EQ - How do animals and people interact? Expository Writing</p>		
WG	<p><b>SELECTION</b> <b>So What Is a Primate? SE pp 173-174</b></p> <p><b>Stop, Annotate, Discuss</b></p>	<p><b>SELECTION</b> <b>So What Is a Primate? SE pp 174-176</b></p> <p><b>Stop, Annotate, Discuss</b></p> <p><b>BUILD INSIGHT pp 177 &amp; EQ</b></p>	<p><b>Writing Wednesday</b></p> <p>Create Coherence pg. 189</p>	<p><b>TEST PRACTICE</b> <b>Multiple Choice &amp; Short Response pp 182-183 (graded)</b></p>	<p><b>TEST PRACTICE</b> <b>Timed Writing pp 183</b></p>
Teacher Table	<p><u>Lesson 1 - Groups 1 &amp; 2</u> Close Read &amp; Genre/Text Elements pp 178-179</p>	<p><u>Repeat Lesson 1 for Groups 3 &amp; 4</u></p>	<p>Pull students as needed for writing support</p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u> Concept Vocabulary, Word Study, Author's Craft pp 180-181</p>	<p><u>Repeat Lesson 2 for Groups 3 &amp; 4</u></p>

**Week 3 Rotations**

Peer-to-Peer	<p>Reading Myths <i>The Tale of the</i></p>
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	Hummingbird pgs. 214-215
Independent <i>*pre-printed leveled station text &amp; materials</i>	Savvas Test Prep Workbook-Reading Bank 4: pgs. 21-27 Language and Editing Bank 3 & 4 pgs. 115-118
Technology	Style and Figurative Language video; Figurative Language worksheet Computer program: IXL

<b>Week 4</b> <b>11/7-11/11</b>	Day 59	60	61	62	<b>NO SCHOOL (11/11)</b>
Florida B.E.S.T. Standards Spotlight: 6.C.1.4 Write expository texts Supportive: EE.5.1; EE.6.1; 6.C.1.5; 6.C.3.1; 6.C.5.1			SAVVAS myPerspectives Grade 6 Unit 2 - Natural Allies EQ - How do animals and people interact? <b>Finish Expository Writing</b>		
WG	<b>WRITING WORKSHOP</b> <b>Focus on Expository Writing</b>  Review pages 184-189	<b>WRITING WORKSHOP</b> <b>Focus on Expository Writing</b>  Review pages 184-189	<b>Writing Wednesday</b>  Revising pp.190-191	<b>WRITING WORKSHOP</b> <b>Focus on Expository Writing</b>  Pp.192 - 193 Editing and Publishing  Or Reteach a skill	<b>WRITING WORKSHOP</b> <b>Focus on Expository Writing</b>  Pp.192 - 193 Editing and Publishing  Or Reteach a skill
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> *See TE Differentiated Instruction / Quick Conference / Publishing & Presenting	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u> <b>Reteach spotlight skill</b>  <a href="#">Ex. 6.2.2 Central Idea &amp; Evidence (RP online)</a>	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u>

#### Week 4 Rotations

Peer-to-Peer	Reading Biographies <i>Black Cowboy, Wild Horses</i> pgs. 218-225
Independent <i>*pre-printed leveled station text &amp;</i>	SE pg. 232-233 *Teacher discretion- pre-elect reading



materials	<p>passage</p> <p>*Activities for independent passages are online through Savvas.</p> <p>*On pgs. 234-235 Close-Read Guide for students' response to passage they read.</p>
Technology	Black Cowboy, Wild Horses Begin Research pg. 229

Week 5 11/14-11/18	Day 63	64	65	66	67
<p>Florida B.E.S.T. Standards</p> <p>Spotlight: <b>6.C.1.4</b> Write expository texts; <b>6.R.1.2</b> Theme; <b>6.R.1.4</b> Poetry; <b>6.R.2.1</b> Structure; <b>6.R.2.2</b> Central Idea; <b>6.R.2.3</b> Purpose and Perspective; <b>6.R.3.1</b> Interpreting Figurative Language; <b>6.R.3.2</b> Paraphrasing and Summarizing; <b>6.C.3.1</b> Conventions; <b>6.C.5.1</b> Multimedia; <b>6.V.1.3</b> Context and Connotation</p> <p>Supportive: <b>6.R.3</b> Comparative Reading; <b>6.R.3.4</b> Understanding Rhetoric; <b>6.C.5.2</b> Technology in Communication; <b>6.V.1.2</b> Morphology</p>			<p>SAVVAS myPerspectives Grade 6 <b>Unit 2 Tests</b> - Natural Allies EQ - How do animals and people interact? <b>Begin Argumentative Writing</b></p>		
WG	Unit 2 Tests Parts 1 and 2	<p>Continue Unit 2 Tests Parts 1 and 2</p> <p>Unit Wrap-Up Reflect on the Unit pg 125</p>	<p><b>Writing Wednesday</b></p> <p><b>PERFORMANCE TASK</b></p> <p><b>Write an Argumentative Essay</b></p> <p>Introduce Elements of Argumentative Writing</p> <p>SAVVAS online resource videos</p> <ul style="list-style-type: none"> <li>-Argumentative Essay</li> <li>-Counterclaim and Rebuttal</li> <li>-Structure Including Counterclaim and Rebuttal</li> <li>-Logical Organization</li> <li>-Commas With Nonrestriction Elements</li> </ul>	Performance Task pg. 230. Origami activity and presenting.	Performance Task pg. 230. Origami activity and presenting.
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u>	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u>	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u>

**Week 5 Rotations**

Peer-to-Peer	<p><i>Black Cowboy, Wild Horses</i></p> <p>Pg. 226-228</p>
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Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pg. 232-233 *Teacher discretion- pre-elect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 234-235 Close-Read Guide for students' response to passage they read.
Technology	Black Cowboy, Wild Horses Finish Research pg. 229

Week 6 11/28-12/2	Day 68	69	70	71	72
Florida B.E.S.T. Standards Spotlight: 6.C.1.3 Write an argumentative essay Supportive:			SAVVAS myPerspectives Grade 6 <b>Begin Unit 3 - Technology and Society</b> EQ - How do animals and people interact? Argumentative Writing <b>Unit 3 Goals:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Read selections that express different points of view about technology and society, and develop my own perspective.</li> <li>• Understand and use academic vocabulary words related to arguments.</li> <li>• Recognize elements of different genres, especially science fiction, news articles, and argument.</li> <li>• Read a selection of their choice independently and make meaningful connections to other texts.</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>		
WG	<b>UNIT 3 INTRODUCTION</b>  <b>Motivate and Engage Students</b> Engage in a discussion about the positives and negatives of technology.  Watch the Video/Discuss It Students will watch the video "Dog Receives Prosthetic Legs Made by 3-D Printer" and discuss the question:  <i>How does modern technology help us solve problems in new way?</i> Watch the Video	Second Read (Independent) <i>That's Not Progress</i>  -(Kagan) Word Network pp 245 & copy in student journal  -Pp 247 Quick Write  EQ Notes pp. 247 (kagan)  *see online resource Hook & Inspire	<b>Writing Wednesday</b>  Argumentative Essay Pg. 290-291  *Speed Debating	<b>OVERVIEW SELECTION</b> Feathered Friend Arthur C. Clarke  SE pp 248-252  EQ - Is technology helpful or harmful to society?  <b>WHOLE-CLASS LEARNING STRATEGIES</b>  Review Table of Contents to generate interest. Encourage other students to discuss other texts or media visuals that deal with issues of	<b>SELECTION</b> Feathered Friend Arthur C. Clarke SE pp 253-255 (to p10)  Vocabulary Focus  Stop & Annotate Begin BUILD INSIGHT questions pp 257

	<p><b>Table of Contents Preview</b> Preview the selections in the unit and point out that students will respond to prompts:</p> <p><i>Whole-Class Learning</i> <i>Do mobile devices improve our lives?</i></p> <p><i>Peer-Group Learning</i> <i>Do the disadvantages of technology outweigh its benefits?</i></p> <p><i>Performance-Based Assessment</i> <i>Is technology helpful or harmful to society?</i></p> <p><b>Unit Goals</b> Students will deepen their perspective about technology and society by reading, writing, speaking, listening, and presenting.</p> <p>Unit Goals Video</p> <p><b>Academic Vocabulary</b> Convince, certain, sufficient, declare, justify</p> <p><b>Read That's Not Progress</b></p>			<p>modern technology.</p> <p><b>LEARN ABOUT GENRE: FICTION</b> <b>Science Fiction</b> Take a Minute</p> <p><b>Genre/Text Elements</b> Multiple Theme</p> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b></p> <p><b>Comprehension Strategy</b></p>	
Teacher Table	<p><u>Lesson 1 - Groups 1 &amp; 2</u> SE pp. 243 - Reteach Academic Vocabulary</p> <p>Review Summary pp 246 -Students write a summary -Icebreaker</p>	<p><u>Repeat Lesson 1 for Groups 3 &amp; 4</u></p>	<p>Pull students as needed for writing support</p>	<p><u>Lesson 2 - Groups 1 &amp; 2</u> <b>ANALYZE &amp; INTERPRET</b> <b>Close Read</b> <b>Genre/Text Elements</b> pp.258-259</p>	<p><u>Repeat Lesson 2 for Groups 3 &amp; 4</u></p>

### Week 6 Rotations

Peer-to-Peer	<p>Learn About Genre: Nonfiction <i>Is Our Gain Also Our Loss?</i> Pgs. 304-309</p>
Independent <i>pre-printed leveled station text &amp; materials</i>	<p>Savvas Test Prep Workbook-Reading Bank : pgs. 21-27 Language and Editing Bank 5 pgs. 119-120</p>
Technology	<p>Author's Craft: Setting, Characters, and Plot worksheet</p> <p>Computer program: IXL (Grade 5)</p>

Week 7 12/5-12/9	Day 73	74	75	76	77
Florida B.E.S.T. Standards Spotlight: 6.C.1.3 Write and support a claim Supportive:			SAVVAS myPerspectives Grade 6 Unit 3 - Technology and Society EQ - How do animals and people interact? Argumentative Writing		
WG	<b>SELECTION</b> Feathered Friend Arthur C. Clarke SE pp 255-256 Finish reading & Build Insight questions pp 257	<b>Concept-Vocabulary Development</b> Students will use concept vocabulary in the text in a sentence.  <b>Cross-Curricular Perspectives</b> Students will use details from the text [eclipses] to research the NASA website about eclipses and answer questions	<b>Writing Wednesday</b>  <b>Argumentative Essay</b> Pp. 292 - 293	<b>SELECTION TEST</b> <b>Feathered Friend</b> supplement with the online exit ticket	<b>SHARE IDEAS</b> <b>Composition pp 262</b> Write a brief argumentative essay. <b>Speaking &amp; Listening pp 263</b> Multimedia Presentations
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> STUDY LANGUAGE AND CRAFT pp 260-261  Concept Vocabulary / Word Study / Author's Craft	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u> <b>Reteach and Practice</b>	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u>

#### Week 7 Rotations

Peer-to-Peer	<i>Is Our Gain Also Our Loss?</i> Pgs. 310-313
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pg. 232-233 *Teacher discretion- pre-elect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 234-235 Close-Read Guide for students' response to passage they read.
Technology	Computer program: IXL (Grade 6 N2) References in Informational Writing worksheet

Week 8 12/12-12/16	Day 78	79	80	81	82
Florida B.E.S.T. Standards  Spotlight: 6.C.1.3 Write and support a claim  Supportive:			SAVVAS myPerspectives Grade 6 Unit 3 - Technology and Society EQ - How do animals and people interact? Argumentative Writing		
WG	<b>WRITING WORKSHOP</b> Review SE pp 290-293 Argumentative Writing / Planning & Prewriting	<b>WRITING WORKSHOP</b> SE pp 294-295 Drafting	<b>WRITING WORKSHOP</b> SE pp 296-297 Revising	<b>WRITING WORKSHOP</b> SE pp 298-299 Editing	<b>WRITING WORKSHOP</b> Wrapping up argumentative essay  Publishing and Presenting
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u> Pull students as needed for writing support  See Differentiated Instruction TE pp 297	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u> Pull students as needed for writing support  See Differentiated Instruction TE pp 297	Pull students as needed for writing support  See Differentiated Instruction TE pp 297	<u>Lesson 2 - Groups 1 &amp; 2</u> Pull students as needed for writing support  See Differentiated Instruction TE pp 297	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u> Pull students as needed for writing support  See Differentiated Instruction TE pp 297

#### Week 8 Rotations

Peer-to-Peer	Learn About Genre: Nonfiction <i>The Black Hole of Technology</i> Pgs. 314-319
Independent <i>*pre-printed leveled station text &amp; materials</i>	SE pg. 232-233 *Teacher discretion- pre-elect reading passage  *Activities for independent passages are online through Savvas.  *On pgs. 234-235 Close-Read Guide for students' response to passage they read.
Technology	Video: Prepositions and Prepositional phrases on Savvas  *Grammar Practice Lesson: Phrases: Prepositions and Prepositional  IXL FF: Prepositions

Week 9 12/19-12/23	Day 83	84	85	86	87 End of Q2
Florida B.E.S.T. Standards Spotlight: Supportive:			SAVVAS myPerspectives Grade 6 Unit 3 - Technology and Society EQ - How do animals and people interact? Argumentative Writing <b>End of Grading Period</b>		
WG	<b>**Selection</b> <i>The Internet of Things</i> TE pg. 286A SE pp. 286 - 287  <b>** Compare and contrast of Biometrics texts moved post Christmas break</b>	<b>**Selection</b> <i>The Internet of Things</i> <b>Build Insight</b> SE pp. 288	<b>Writing Wednesday</b>  Seasonal activity	<b>**Selection</b> <i>The Internet of Things</i> <b>Share Ideas</b> pg. 289	<b>SELECTION TEST</b> <i>The Internet of Things</i> <b>supplement with online Exit Ticket</b>
Teacher Table	<u>Lesson 1 - Groups 1 &amp; 2</u>	<u>Repeat Lesson 1 for Groups 3 &amp; 4</u>	Pull students as needed for writing support	<u>Lesson 2 - Groups 1 &amp; 2</u>	<u>Repeat Lesson 2 for Groups 3 &amp; 4</u>

### Week 9 Rotations

Peer-to-Peer	<i>The Black Hole of Technology</i> pgs. 320-322
Independent <i>*pre-printed leveled station text &amp; materials</i>	Savvas Test Prep Workbook-Reading Bank : pgs. 21-27
Technology	Video: Savvas Rhetorical Devices and Logical Fallacies  Savvas Worksheet: Rhetorical Devices and Logical Fallacies RP  IXL K6 Classify Logical Fallacies