6th Grade English Language Arts Reading
Summer, 2012

	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
			Bold: key verb in SE	
Unit 1 Week 1	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 1
	(6.6A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	What is a plot? What is it similar to? What does the word summarize mean? How does a plot develop? Define each element in your own words.	**Summarize**, Elements, Plot, Plot Development, Rising Action, Turning Point, Climax, Falling Action, Denouement, Fiction	Unit 1
	(6.6B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	What is dialect? How do we get a dialect? What does it sound like and look like? How are conversational voice and dialect different? How do authors use these two to tell the reader about a character? How would a character's dialect change the reader's perception?	**Recognize,** Dialect, Conversational Voice, **Explain,** Authors, Use, Convey, Character	Unit 1
	(6.6C) describe different forms of point-of-view, including first- and third-person.	Where have you seen or heard point-of-view before? What is the difference between first and third person? Does the point of view change the story? How might point-of-view affect your life? Why is the point of view important to the story? Describe the point of view in the story.	**Describe**, Point-of-view, first-person, third person	Unit 1
	(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 1
	(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan**, first draft, Genre, audience, Topic, strategies, controlling idea/thesis	Unit 1
	(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop**, draft, organizational strategy, focused, organized, coherent	Unit 1
	(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise**, draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre	Unit 1
	(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit**, draft, grammar, mechanics, spelling	Unit 1
	(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise,** final draft, response, feedback, peers, **Publish**, appropriate audiences	Unit 1

Unit 1 Week 2	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 1
	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	Unit 1
	(6.6B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	What is dialect? How do we get a dialect? What does it sound like and look like? How are conversational voice and dialect different? How do authors use these two to tell the reader about a character? How would a character's dialect change the reader's perception?	**Recognize,** Dialect, Conversational Voice, **Explain,** Authors, Use, Convey, Character	Unit 1
	(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan**, first draft, Genre, audience, Topic, strategies, controlling idea/thesis	Unit 1
	(6.15A) write imaginative stories that include:	What is an imaginative story?	**Write**, imaginative story	Unit 1
	(6.15A-i) a clearly defined focus, plot, and point of view;	How do I write a clearly defined focus, plot, and point of view? Does the use of a focus, plot, and point of view	focus, plot, point of view	Unit 1
	(6.15A-ii) a specific, believable setting created through the use of sensory details; and	How do I write a specific, believable setting? How do I include sensory details? Does the use of my sensory details create a believable setting for my reader? How does the setting affect the story?	believable setting, sensory details	Unit 1
	(6.15A-iii) dialogue that develops the story; and	How will my dialogue develop the story? How does the dialogue in my story help develop the plot? What affect does it have on the reader's understanding?	dialogue	Unit 1
Unit 1 Week 3	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 1
	(6.6A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	What is a plot? What is it similar to? What does the word summarize mean? How does a plot develop? Define each element in your own words.	**Summarize**, Elements, Plot, Plot Development, Rising Action, Turning Point, Climax, Falling Action, Denouement, Fiction	Unit 1
	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	Unit 1
	(6.15A) write imaginative stories that include:	What is an imaginative story?	**Write**, imaginative story	Unit 1
	(6.15A-i) a clearly defined focus, plot, and point of view;	How do I write a clearly defined focus, plot, and point of view? Does the use of a focus, plot, and point of view	focus, plot, point of view	Unit 1
	(6.15A-ii) a specific, believable setting created through the use of sensory details; and	How do I write a specific, believable setting? How do I include sensory details? Does the use of my sensory details create a believable setting for my reader? How does the setting affect the story?	believable setting, sensory details	Unit 1
	(6.15A-iii) dialogue that develops the story; and	How will my dialogue develop the story? How does the dialogue in my story help develop the plot? What affect does it have on the reader's understanding?	dialogue	Unit 1

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	(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop**, draft, organizational strategy, focused, organized, coherent	Unit 1
Unit 1 Week 4	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 1
	(6.3C) compare and contrast the historical and cultural settings of two literary works.	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	Unit 1
	(6.15A) write imaginative stories that include:	What is an imaginative story?	**Write**, imaginative story	Unit 1
	(6.15A-i) a clearly defined focus, plot, and point of view;	How do I write a clearly defined focus, plot, and point of view? Does the use of a focus, plot, and point of view	focus, plot, point of view	Unit 1
	(6.15A-ii) a specific, believable setting created through the use of sensory details; and	How do I write a specific, believable setting? How do I include sensory details? Does the use of my sensory details create a believable setting for my reader? How does the setting affect the story?	believable setting, sensory details	Unit 1
	(6.15A-iii) dialogue that develops the story; and	How will my dialogue develop the story? How does the dialogue in my story help develop the plot? What affect does it have on the reader's understanding?	dialogue	Unit 1
	(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise**, draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre	Unit 1
Unit 1 Week 5	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 1
	(6.6A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	What is a plot? What is it similar to? What does the word summarize mean? How does a plot develop? Define each element in your own words.	**Summarize**, Elements, Plot, Plot Development, Rising Action, Turning Point, Climax, Falling Action, Denouement, Fiction	Unit 1
	(6.15A) write imaginative stories that include:	What is an imaginative story?	**Write**, imaginative story	Unit 1
	(6.15A-i) a clearly defined focus, plot, and point of view;	How do I write a clearly defined focus, plot, and point of view? Does the use of a focus, plot, and point of view	focus, plot, point of view	Unit 1
	(6.15A-ii) a specific, believable setting created through the use of sensory details; and	How do I write a specific, believable setting? How do I include sensory details? Does the use of my sensory details create a believable setting for my reader? How does the setting affect the story?	believable setting, sensory details	Unit 1
	(6.15A-iii) dialogue that develops the story; and	How will my dialogue develop the story? How does the dialogue in my story help develop the plot? What affect does it have on the reader's understanding?	dialogue	Unit 1
	(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit**, draft, grammar, mechanics, spelling	Unit 1

Unit/Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
Unit 1 Week 6	(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 1
	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (theme and genre)	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	Unit 1
	(6.3B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; (theme and genre)	What is the genre of traditional and classical literature? What pieces have I read and are familiar with that fall into this genre? What stylistic elements are commonly found in this genre? Why does the author includes these elements in their stories? What are their purposes? How do the stylistic elements help the reader comprehend and understand the culture presented in the story?	**Analyze,** function, stylistic elements, traditional and classical literature, cultures, magic helper, rule of three, hyperbole	Unit 1
	(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	Unit 1
	(6.15A) write imaginative stories that include:	What is an imaginative story?	**Write**, imaginative story	Unit 1
	(6.15A-i) a clearly defined focus, plot, and point of view;	How do I write a clearly defined focus, plot, and point of view? Does the use of a focus, plot, and point of view	focus, plot, point of view	Unit 1
	(6.15A-ii) a specific, believable setting created through the use of sensory details; and	How do I write a specific, believable setting? How do I include sensory details? Does the use of my sensory details create a believable setting for my reader? How does the setting affect the story?	believable setting, sensory details	Unit 1
	(6.15A-iii) dialogue that develops the story; and	How will my dialogue develop the story? How does the dialogue in my story help develop the plot? What affect does it have on the reader's understanding?	dialogue	Unit 1
	(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise,** final draft, response, feedback, peers, **Publish**, appropriate audiences	Unit 1
Unit/Lesson	**Student Expectations**	**Guiding Questions**	**Academic Vocabulary**	**Resources**
			Bold: key verb in SE	
Unit 2 Week 1	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 2
	(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	What are the elements of expository text? How does the evidence from the text support accurate inferences? Evaluate ideas across multiple texts representing similar or different genres. What conclusions can you make about the ideas expressed in these selections? What evidence did you use?	**Analyze, Make Inferences, Draw Conclusions,** expository text, evidence, support, understanding	Unit 2
	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize,** Main Idea, Supporting Details, **Demonstrate**, Understanding, Summary, Opinion	Unit 2

	(6.10C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	What organizational strategy does the author use in this article to support his/her viewpoint? How does the author organize the ideas in this information so the reader understands the main idea? The author's use of problem and solution helps the reader understand that the main idea is ____? How does the organizational pattern develop the main idea? How does the organizational pattern develop the author's viewpoint? How did the author choose an organizational pattern for the information presented? Why does the chosen organizational pattern fit the information? How do you know?	**Explain,** organizational pattern, proposition, support, problem, solution, author's viewpoint, main idea, develop	Unit 2
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 2
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 2
	(6.16A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	What is a personal narrative? How do I communicate the importance of the actions? How do I communicate the importance for the consequences? Do I have a clearly defined focus? Have I written about my own experiences?	**Write**, Personal narrative, focus, importance, reasons, consequences	Unit 2
	(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan**, first draft, Genre, audience, Topic, strategies, controlling idea/thesis	Unit 2
Unit 2 Week 2	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 2
	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize,** Main Idea, Supporting Details, **Demonstrate**, Understanding, Summary, Opinion	Unit 2
	(6.10B) explain whether facts included in an argument are used for or against an issue;	How does the author use the facts about __ in this information? Which two important facts does the author use to support his/her position against the issue of ___? Which facts are used in support of the issue? Which facts are used in opposition of the issue? When the author uses ___, is he/she supporting the issue or arguing against the issue? How can you tell? What are the clues that help you determine if the author is for or against the issue?	**Explain,** Facts, Argument, For/Against Issue	Unit 2
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 2
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 2

	(6.16A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	What is a personal narrative? How do I communicate the importance of the actions? How do I communicate the importance for the consequences? Do I have a clearly defined focus? Have I written about my own experiences?	**Write**, Personal narrative, focus, importance, reasons, consequences	Unit 2
	(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop**, draft, organizational strategy, focused, organized, coherent	Unit 2
Unit 2 Week 3	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 2
	(6.10D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	What is an idea found in both selections? What is an idea found in these two different newspaper articles and a story on this topic? How are the ideas in these two selections alike/different? What logical connections can you make to the ideas within the selection? What logical connections can you make between the ideas presented across the group of selections? Are your connections effected by the genre of the selection? How did you make your logical connection? What information did you use to make the connection?	**Synthesize**, **Make**, logical connections, text, genre	Unit 2
	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize**, Main Idea, Supporting Details, **Demonstrate**, Understanding, Summary, Opinion	Unit 2
	(6.10C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	What organizational strategy does the author use in this article to support his/her viewpoint? How does the author organize the ideas in this information so the reader understands the main idea? The author's use of problem and solution helps the reader understand that the main idea is ____? How does the organizational pattern develop the main idea? How does the organizational pattern develop the author's viewpoint? How did the author choose an organizational pattern for the information presented? Why does the chosen organizational pattern fit the information? How do you know?	**Explain**, organizational pattern, proposition, support, problem, solution, author's viewpoint, main idea, develop	Unit 2
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 2
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 2
	(6.16A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	What is a personal narrative? How do I communicate the importance of the actions? How do I communicate the importance for the consequences? Do I have a clearly defined focus? Have I written about my own experiences?	**Write**, Personal narrative, focus, importance, reasons, consequences	Unit 2

	(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise**, draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre	Unit 2
Unit 2 Week 4	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 2
	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize,** Main Idea, Supporting Details, **Demonstrate,** Understanding, Summary, Opinion	Unit 2
	(6.10B) explain whether facts included in an argument are used for or against an issue;	How does the author use the facts about __ in this information? Which two important facts does the author use to support his/her position against the issue of ___? Which facts are used in support of the issue? Which facts are used in opposition of the issue? When the author uses ___, is he/she supporting the issue or arguing against the issue? How can you tell? What are the clues that help you determine if the author is for or against the issue?	**Explain,** Facts, Argument, For/ Against Issue	Unit 2
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 2
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 2
	(6.16A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	What is a personal narrative? How do I communicate the importance of the actions? How do I communicate the importance for the consequences? Do I have a clearly defined focus? Have I written about my own experiences?	**Write**, Personal narrative, focus, importance, reasons, consequences	Unit 2
	(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit**, draft, grammar, mechanics, spelling	Unit 2
Unit 2 Week 5	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 2
	(6.10D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	What is an idea found in both selections? What is an idea found in these two different newspaper articles and a story on this topic? How are the ideas in these two selections alike/different? What logical connections can you make to the ideas within the selection? What logical connections can you make between the ideas presented across the group of selections? Are your connections effected by the genre of the selection? How did you make your logical connection? What information did you use to make the connection?	**Synthesize, Make,** logical connections, text, genre	Unit 2

Unit/Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
	(6.10C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	What organizational strategy does the author use in this article to support his/her viewpoint? How does the author organize the ideas in this information so the reader understands the main idea? The author's use of problem and solution helps the reader understand that the main idea is ____? How does the organizational pattern develop the main idea? How does the organizational pattern develop the author's viewpoint? How did the author choose an organizational pattern for the information presented? Why does the chosen organizational pattern fit the information? How do you know?	**Explain,** organizational pattern, proposition, support, problem, solution, author's viewpoint, main idea, develop	Unit 2
	(6.10B) explain whether facts included in an argument are used for or against an issue;	How does the author use the facts about __ in this information? Which two important facts does the author use to support his/her position against the issue of ___? Which facts are used in support of the issue? Which facts are used in opposition of the issue? When the author uses ___, is he/she supporting the issue or arguing against the issue? How can you tell? What are the clues that help you determine if the author is for or against the issue?	**Explain,** Facts, Argument, For/Against Issue	Unit 2
	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize,** Main Idea, Supporting Details, **Demonstrate**, Understanding, Summary, Opinion	Unit 2
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 2
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 2
	(6.16A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	What is a personal narrative? How do I communicate the importance of the actions? How do I communicate the importance for the consequences? Do I have a clearly defined focus? Have I written about my own experiences?	**Write**, Personal narrative, focus, importance, reasons, consequences	Unit 2
	(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise,** final draft, response, feedback, peers, **Publish**, appropriate audiences	Unit 2
Unit/Lesson	**Student Expectations**	**Guiding Questions**	**Academic Vocabulary**	**Resources**
			Bold: key verb in SE	
Unit 3 Week 1	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 5
	(6.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	What is a memoir? What is a personal narrative? What is an autobiography? How is different than a biography? How are memoirs different than autobiographies? What are literary language and devices? What are characteristics of personal narratives? What are characteristics of autobiographies? How are they alike/different?	**Understand, Infer, Conclude,** structural patterns, features, literary nonfiction, **Provide,** evidence, **Identify**, literary language, literary devices, memoirs, personal narratives, **Compare,** characteristics, autobiography, biography, conversational voice, dialect, chronological order, excerpt, analogy, transitions	Unit 5

(6.9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/ Implied purpose, culture, history	Unit 5
(6.18A) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	What is the purpose of a persuasive essay? What are the common characteristics within this type of writing? What is considered an appropriate audience? How would you establish a position? How do you determine if evidence is relevant and detailed? How do you consider alternatives? How do you narrow down to a specific issue? What is sound reasoning? What is the ultimate goal when writing this type of writing? What makes you upset of concerned? How can you persuade your audience to agree with your point of view?	**Write, Influence,** attitudes and actions, audience, persuasive essay, appropriate audience, position, sound reasoning, detailed evidence, relevant evidence, consideration of alternatives	Unit 5
(6.17A) create multi-paragraph essays to convey information about a topic that:	What is a multi-paragraph essay and what are the elements I need in order to write one?	**Create**, Multi-Paragraph, Essay, Topic	Unit 5
(6.17A-i) present effective introductions and concluding paragraphs;	What is an effective introduction? How do I make the reader want to continue reading?	**Present**, Introduction, concluding paragraph	Unit 5
(6.17A-ii) guide and inform the reader's understanding of key ideas and evidence;	How might the writer guide the reader to understand certain ideas and evidence?	**Guide**, Inform, Key ideas, Evidence	Unit 5
(6.17A-iii) include specific facts, details, and examples in an appropriately organized structure; and	How does the writer decide which facts, examples, and details to include? What is the appropriate text structure for the piece of writing?	**Include,** facts, details, examples, structure	Unit 5
(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan**, first draft, Genre, audience, Topic, strategies, controlling idea/thesis	Unit 5
Unit 3 Week 2 (6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 5
(6.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	What is a memoir? What is a personal narrative? What is an autobiography? How is different than a biography? How are memoirs different than autobiographies? What are literary language and devices? What are characteristics of personal narratives? What are characteristics of autobiographies? How are they alike/different?	**Understand, Infer, Conclude,** structural patterns, features, literary nonfiction, **Provide,** evidence, **Identify**, literary language, literary devices,memoirs, personal narratives, **Compare**, characteristics, autobiography, biography, conversational voice, dialect, chronological order, excerpt, analogy, transitions	Unit 5
(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	Unit 5

	(6.18A) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	What is the purpose of a persuasive essay? What are the common characteristics within this type of writing? What is considered an appropriate audience? How would you establish a position? How do you determine if evidence is relevant and detailed? How do you consider alternatives? How do you narrow down to a specific issue? What is sound reasoning? What is the ultimate goal when writing this type of writing? What makes you upset of concerned? How can you persuade your audience to agree with your point of view?	**Write, Influence,** attitudes and actions, audience, persuasive essay, appropriate audience, position, sound reasoning, detailed evidence, relevant evidence, consideration of alternatives	Unit 5
	(6.17A) create multi-paragraph essays to convey information about a topic that:	What is a multi-paragraph essay and what are the elements I need in order to write one?	**Create**, Multi-Paragraph, Essay, Topic	Unit 5
	(6.17A-i) present effective introductions and concluding paragraphs;	What is an effective introduction? How do I make the reader want to continue reading?	**Present**, Introduction, concluding paragraph	Unit 5
	(6.17A-ii) guide and inform the reader's understanding of key ideas and evidence;	How might the writer guide the reader to understand certain ideas and evidence?	**Guide**, Inform, Key ideas, Evidence	Unit 5
	(6.17A-iii) include specific facts, details, and examples in an appropriately organized structure; and	How does the writer decide which facts, examples, and details to include? What is the appropriate text structure for the piece of writing?	**Include,** facts, details, examples, structure	Unit 5
	(6.17A-iv) use a variety of sentence structures and transitions to link paragraphs;	Why would the writer use a variety of sentence structures? Why is important to link paragraphs? What would happen if the paragraphs didn't link together?	**Use,** sentence structure, transitions, link, paragraph	Unit 5
	(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop**, draft, organizational strategy, focused, organized, coherent	Unit 5
Unit 3 Week 3	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 5
	(6.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	What is a memoir? What is a personal narrative? What is an autobiography? How is different than a biography? How are memoirs different than autobiographies? What are literary language and devices? What are characteristics of personal narratives? What are characteristics of autobiographies? How are they alike/different?	**Understand, Infer, Conclude,** structural patterns, features, literary nonfiction, **Provide,** evidence, **Identify**, literary language, literary devices, memoirs, personal narratives, **Compare**, characteristics, autobiography, biography, conversational voice, dialect, chronological order, excerpt, analogy, transitions	Unit 5
	(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	Unit 5
	(6.18A) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	What is the purpose of a persuasive essay? What are the common characteristics within this type of writing? What is considered an appropriate audience? How would you establish a position? How do you determine if evidence is relevant and detailed? How do you consider alternatives? How do you narrow down to a specific issue? What is sound reasoning? What is the ultimate goal when writing this type of writing? What makes you upset of concerned? How can you persuade your audience to agree with your point of view?	**Write, Influence,** attitudes and actions, audience, persuasive essay, appropriate audience, position, sound reasoning, detailed evidence, relevant evidence, consideration of alternatives	Unit 5
	(6.17A) create multi-paragraph essays to convey information about a topic that:	What is a multi-paragraph essay and what are the elements I need in order to write one?	**Create**, Multi-Paragraph, Essay, Topic	Unit 5

(6.17A-i) present effective introductions and concluding paragraphs;	What is an effective introduction? How do I make the reader want to continue reading?	**Present**, Introduction, concluding paragraph	Unit 5
(6.17A-ii) guide and inform the reader's understanding of key ideas and evidence;	How might the writer guide the reader to understand certain ideas and evidence?	**Guide**, Inform, Key ideas, Evidence	Unit 5
(6.17A-iii) include specific facts, details, and examples in an appropriately organized structure; and	How does the writer decide which facts, examples, and details to include? What is the appropriate text structure for the piece of writing?	**Include,** facts, details, examples, structure	Unit 5
(6.17A-iv) use a variety of sentence structures and transitions to link paragraphs;	Why would the writer use a variety of sentence structures? Why is important to link paragraphs? What would happen if the paragraphs didn't link together?	**Use,** sentence structure, transitions, link, paragraph	Unit 5
(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise**, draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre	Unit 5
Unit 3 Week 4 (6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 5
(6.9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/ Implied purpose, culture, history	Unit 5
(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 5
(6.18A) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	What is the purpose of a persuasive essay? What are the common characteristics within this type of writing? What is considered an appropriate audience? How would you establish a position? How do you determine if evidence is relevant and detailed? How do you consider alternatives? How do you narrow down to a specific issue? What is sound reasoning? What is the ultimate goal when writing this type of writing? What makes you upset of concerned? How can you persuade your audience to agree with your point of view?	**Write, Influence,** attitudes and actions, audience, persuasive essay, appropriate audience, position, sound reasoning, detailed evidence, relevant evidence, consideration of alternatives	Unit 5
(6.17A) create multi-paragraph essays to convey information about a topic that:	What is a multi-paragraph essay and what are the elements I need in order to write one?	**Create**, Multi-Paragraph, Essay, Topic	Unit 5
(6.17A-i) present effective introductions and concluding paragraphs;	What is an effective introduction? How do I make the reader want to continue reading?	**Present**, Introduction, concluding paragraph	Unit 5

	(6.17A-ii) guide and inform the reader's understanding of key ideas and evidence;	How might the writer guide the reader to understand certain ideas and evidence?	**Guide**, Inform, Key ideas, Evidence	Unit 5
	(6.17A-iii) include specific facts, details, and examples in an appropriately organized structure; and	How does the writer decide which facts, examples, and details to include? What is the appropriate text structure for the piece of writing?	**Include,** facts, details, examples, structure	Unit 5
	(6.17A-iv) use a variety of sentence structures and transitions to link paragraphs;	Why would the writer use a variety of sentence structures? Why is important to link paragraphs? What would happen if the paragraphs didn't link together?	**Use,** sentence structure, transitions, link, paragraph	Unit 5
	(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit**, draft, grammar, mechanics, spelling	Unit 5
Unit 3 Week 5	(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	What elements are presented in this form of media? How do you work together? How do they impact the meaning of the form of media? What affect do the words, images, graphics, and sounds have on the audience? Why are they effective? If they are ineffective, what could be changed?	**Use**, comprehension skills, analyze, words, images, graphics, sounds, work together, impact, meaning	Unit 5
	(6.13A) explain messages conveyed in various forms of media;	What is the overall message in this television advertisement? What is the intended message in this newspaper advertisement?	**explain,** message, conveyed, form of media	Unit 5
	(6.13B) recognize how various techniques influence viewers' emotions;	How does media utilize propaganda and other techniques to influence the consumer? How was the TV advertisement designed to appeal to the viewer's emotions? What techniques were used in this advertisement to influence the viewer?	**recognize,** techniques, influence, viewer, emotions	Unit 5
	(6.13C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	This television advertisement used testimonials of patients using a medicine. Was this persuasive technique effective? What techniques were used in this advertisement to influence the viewer?	**critique,** persuasive technique, media messages, testimonials, bandwagon appeal	Unit 5
	(6.13D) analyze various digital media venues for levels of formality and informality.	Is this information on the web presented formally or informally? Explain your answer. What would be a more formal way of presenting this information? (television, newspaper, Internet advertisement) Why are text messages considered informal communication? Was the information in this advertisement presented at the correct level of formality and tone? Why or why not?	**analyze**, digital media venues, levels of formality, levels of informality	Unit 5
	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 5
	(6.18A) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	What is the purpose of a persuasive essay? What are the common characteristics within this type of writing? What is considered an appropriate audience? How would you establish a position? How do you determine if evidence is relevant and detailed? How do you consider alternatives? How do you narrow down to a specific issue? What is sound reasoning? What is the ultimate goal when writing this type of writing? What makes you upset of concerned? How can you persuade your audience to agree with your point of view?	**Write, Influence,** attitudes and actions, audience, persuasive essay, appropriate audience, position, sound reasoning, detailed evidence, relevant evidence, consideration of alternatives	Unit 5
	(6.17A) create multi-paragraph essays to convey information about a topic that:	What is a multi-paragraph essay and what are the elements I need in order to write one?	**Create**, Multi-Paragraph, Essay, Topic	Unit 5
	(6.17A-i) present effective introductions and concluding paragraphs;	What is an effective introduction? How do I make the reader want to continue reading?	**Present**, Introduction, concluding paragraph	Unit 5
	(6.17A-ii) guide and inform the reader's understanding of key ideas and evidence;	How might the writer guide the reader to understand certain ideas and evidence?	**Guide**, Inform, Key ideas, Evidence	Unit 5
	(6.17A-iii) include specific facts, details, and examples in an appropriately organized structure; and	How does the writer decide which facts, examples, and details to include? What is the appropriate text structure for the piece of writing?	**Include,** facts, details, examples, structure	Unit 5
	(6.17A-iv) use a variety of sentence structures and transitions to link paragraphs;	Why would the writer use a variety of sentence structures? Why is important to link paragraphs? What would happen if the paragraphs didn't link together?	**Use,** sentence structure, transitions, link, paragraph	Unit 5

Unit/Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
	(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise,** final draft, response, feedback, peers, **Publish,** appropriate audiences	Unit 5
Unit 4 Week 1	(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/Implied purpose, culture, history	Unit 4
	(6.11A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;	How are the authors' viewpoints in ___ and ___ alike/different? What do the authors' purposes in these two articles have in common? How did the authors of __ and ___ structure their writing different? How are the claims presented by the two authors alike/different?	**Compare, contrast,** structure, viewpoint, purpose, stated claim, supporting evidence, exaggerated contradictory, misleading, commonly held opinions	Unit 4
	(6.11B) identify simply faulty reasoning used in persuasive texts.	What information in this article does not make logical sense to use in persuading an audience to support the author's position? What does the author assume about the reader with the line "____?" What line in paragraph ___ is faulty reasoning?	**identify,** faulty reasoning, persuasive text, false premise, false assumptions	Unit 4
	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine,** meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 4
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret,** factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 4
	(6.15B) write poems using:	What is a poem?	**Write,** poem	Unit 4
	(6.15B-i) poetic techniques (e.g., alliteration, onomatopoeia);	How do poetic techniques increase the reader's ability to express their ideas and feelings?	Poetic Technique, Alliteration, Onomatopoeia	Unit 4
	(6.15B-ii) figurative language (e.g., similes, metaphors); and	How does figurative language increase the reader's ability to express their ideas and feelings?	Figurative Language, Simile, Metaphor, Sensory Language	Unit 4
	(6.15B-iii) graphic elements (e.g., capital letters, line length).	How do graphic elements increase the reader's ability to express their ideas and feelings?	Graphic Elements	Unit 4
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write,** informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 4
	(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan,** first draft, Genre, audience, Topic, strategies, controlling idea/thesis	Unit 4

Unit 4 Week 2	(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/ Implied purpose, culture, history	Unit 4
	(6.11A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;	How are the authors' viewpoints in ___ and ___ alike/different? What do the authors' purposes in these two articles have in common? How did the authors of __ and ___ structure their writing different? How are the claims presented by the two authors alike/different?	**Compare, contrast**, structure, viewpoint, purpose, stated claim, supporting evidence, exaggerated contradictory, misleading, commonly held opinions	Unit 4
	(6.11B) identify simply faulty reasoning used in persuasive texts.	What information in this article does not make logical sense to use in persuading an audience to support the author's position? What does the author assume about the reader with the line "____?" What line in paragraph ___ is faulty reasoning?	**identify**, faulty reasoning, persuasive text, false premise, false assumptions	Unit 4
	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 4
	(6.12B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	How do graphic aids help the reader to follow the multi-tasked instructions? What might be some examples of factual, quantitative, or technical information? What might happen if the reader can't understand the factual quantitative, or technical information?	**Interpret**, factual information, quantitative information, technical information, maps, charts, illustrations, timelines, graphs, tables, diagrams	Unit 4
	(6.15B) write poems using:	What is a poem?	**Write**, poem	Unit 4
	(6.15B-i) poetic techniques (e.g., alliteration, onomatopoeia);	How do poetic techniques increase the reader's ability to express their ideas and feelings?	Poetic Technique, Alliteration, Onomatopoeia	Unit 4
	(6.15B-ii) figurative language (e.g., similes, metaphors); and	How does figurative language increase the reader's ability to express their ideas and feelings?	Figurative Language, Simile, Metaphor, Sensory Language	Unit 4
	(6.15B-iii) graphic elements (e.g., capital letters, line length).	How do graphic elements increase the reader's ability to express their ideas and feelings?	Graphic Elements	Unit 4
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 4
	(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop**, draft, organizational strategy, focused, organized, coherent	Unit 4
Unit 4 Week 3	(6.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	What is this poem about? How is the poem structured? What are the elements of the poem? How do I know? What is figurative language? What do these academic terms mean? Can I find examples of each on the poem? Why did the poet use figurative language in the poem? How does it help me understand the meaning of the poem? Why do I use figurative language in my conversations and in my writings?	**Understand, Infer, Conclude, Provide, Explain,** Structure, Elements, Poetry, Evidence, Figurative Language, Personification, Metaphors, Simile, Hyperbole	Unit 3

	(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 3
	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (theme and genre)	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	Unit 3
	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 3
	(6.15B) write poems using:	What is a poem?	**Write**, poem	Unit 3
	(6.15B-i) poetic techniques (e.g., alliteration, onomatopoeia);	How do poetic techniques increase the reader's ability to express their ideas and feelings?	Poetic Technique, Alliteration, Onomatopoeia	Unit 3
	(6.15B-ii) figurative language (e.g., similes, metaphors); and	How does figurative language increase the reader's ability to express their ideas and feelings?	Figurative Language, Simile, Metaphor, Sensory Language	Unit 3
	(6.15B-iii) graphic elements (e.g., capital letters, line length).	How do graphic elements increase the reader's ability to express their ideas and feelings?	Graphic Elements	Unit 3
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 3
	(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise**, draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre	Unit 3
Unit 4 Week 4	(6.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	What is this poem about? How is the poem structured? What are the elements of the poem? How do I know? What is figurative language? What do these academic terms mean? Can I find examples of each on the poem? Why did the poet use figurative language in the poem? How does it help me understand the meaning of the poem? Why do I use figurative language in my conversations and in my writings?	**Understand, Infer, Conclude, Provide, Explain,** Structure, Elements, Poetry, Evidence, Figurative Language, Personification, Metaphors, Simile, Hyperbole	Unit 3

	(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 3
	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (theme and genre)	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	Unit 3
	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word _____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	Unit 3
	(6.15B) write poems using:	What is a poem?	**Write**, poem	Unit 3
	(6.15B-i) poetic techniques (e.g., alliteration, onomatopoeia);	How do poetic techniques increase the reader's ability to express their ideas and feelings?	Poetic Technique, Alliteration, Onomatopoeia	Unit 3
	(6.15B-ii) figurative language (e.g., similes, metaphors); and	How does figurative language increase the reader's ability to express their ideas and feelings?	Figurative Language, Simile, Metaphor, Sensory Language	Unit 3
	(6.15B-iii) graphic elements (e.g., capital letters, line length).	How do graphic elements increase the reader's ability to express their ideas and feelings?	Graphic Elements	Unit 3
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 3
	(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit**, draft, grammar, mechanics, spelling	Unit 3
Unit 4 Week 5	(6.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	What is this poem about? How is the poem structured? What are the elements of the poem? How do I know? What is figurative language? What do these academic terms mean? Can I find examples of each on the poem? Why did the poet use figurative language in the poem? How does it help me understand the meaning of the poem? Why do I use figurative language in my conversations and in my writings?	**Understand, Infer, Conclude, Provide, Explain,** Structure, Elements, Poetry, Evidence, Figurative Language, Personification, Metaphors, Simile, Hyperbole	Unit 3
	(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	Unit 3
	(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	Unit 3

Unit/Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 3
	(6.15B) write poems using:	What is a poem?	**Write**, poem	Unit 3
	(6.15B-i) poetic techniques (e.g., alliteration, onomatopoeia);	How do poetic techniques increase the reader's ability to express their ideas and feelings?	Poetic Technique, Alliteration, Onomatopoeia	Unit 3
	(6.15B-ii) figurative language (e.g., similes, metaphors); and	How does figurative language increase the reader's ability to express their ideas and feelings?	Figurative Language, Simile, Metaphor, Sensory Language	Unit 3
	(6.15B-iii) graphic elements (e.g., capital letters, line length).	How do graphic elements increase the reader's ability to express their ideas and feelings?	Graphic Elements	Unit 3
	(6.17B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	How can you write a friendly letter to convey ideas, include important information, and demonstrate a sense of closure? What are key elements that need to be in an informal letter	**Write**, informal letter, friendly letter, convey, ideas, demonstrate, closure, appropriate conventions	Unit 3
	(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise**, final draft, response, feedback, peers, **Publish**, appropriate audiences	Unit 3
Unit 4 Week 6	(6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	What is this play about? What are the elements and structure of this play? How do I know these are correct? How is a film different from a play? Looking at a film based upon the same story line as this play, what are some similarities and differences? How are the characters similar and different? How are the settings different and alike? What are the similarities and differences in the plots?	**Understand, Infer, Conclude, Provide, Explain**, Structure, Elements, Drama, Similarities, Differences, Setting, Characters, Plot, Play vs. Film	Unit 6
	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify**, Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	Unit 6
Unit 4 Week 7	(6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	What is this play about? What are the elements and structure of this play? How do I know these are correct? How is a film different from a play? Looking at a film based upon the same story line as this play, what are some similarities and differences? How are the characters similar and different? How are the settings different and alike? What are the similarities and differences in the plots?	**Understand, Infer, Conclude, Provide, Explain**, Structure, Elements, Drama, Similarities, Differences, Setting, Characters, Plot, Play vs. Film	Unit 6
	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word ____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	Unit 6
Unit/Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
Category 1 Review: Weeks 1 & 2	(6.2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (voc. dvlpmt)	What is a root? What is an affix? Where are they both located inside a word? How are they related? Can you think of or find other words with similar roots or affixes? How do roots and affixes affect a reader's comprehension? What is the root for the word ____? How does the affix modify the meaning of the root word?	**Determine**, meaning, academic English words, Latin, Greek, linguistic roots, affixes, prefix, suffix	various resources will be used

	Standard	Guiding Questions	Vocabulary	Resources
	(6.2B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (voc. dvlpmt)	What is context? How is the text organized? Why did the author choose this organizational text structure? How does it affect my understanding of the content? How does it help me clarify the meaning of unfamiliar or multiple meaning words?	**Use, Determine, Clarify,** Context, Cause and Effect, Compare and Contrast, Organizational Text Structures, Multiple Meaning Words Unfamiliar Words	various resources will be used
	(6.2E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. (voc. dvlpmt)	How are these three resources alike? How are they different? When would you use each one? Why would you use these? Have you used these in the past? Where are they located in the classroom? How do you access an electronic version? How does the use of a thesaurus expand written and oral vocabulary? Looking at this dictionary entry, which definition represents the meaning of the word _____ as used in paragraph #__?	**Use**, Dictionary, Glossary, Thesaurus (Printed/Electronic), **Determine**, Syllabication, Pronunciations, Synonym, Antonym, Parts of Speech	various resources will be used
	(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast**, historical settings, cultural settings, literary works	various resources will be used
	(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	What is a memoir? What is a personal narrative? What is an autobiography? How is different than a biography? How are memoirs different than autobiographies? What are literary language and devices? What are characteristics of personal narratives? What are characteristics of autobiographies? How are they alike/different?	**Understand, Infer, Conclude,** structural patterns, features, literary nonfiction, **Provide**, evidence, **Identify**, literary language, literary devices, memoirs, personal narratives, **Compare**, characteristics, autobiography, biography, conversational voice, dialect, chronological order, excerpt, analogy, transitions	various resources will be used
	(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/ Implied purpose, culture, history	various resources will be used
	(6.11A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;	How are the authors' viewpoints in ___ and ___ alike/different? What do the authors' purposes in these two articles have in common? How did the authors of __ and ___ structure their writing different? How are the claims presented by the two authors alike/different?	**Compare, contrast**, structure, viewpoint, purpose, stated claim, supporting evidence, exaggerated contradictory, misleading, commonly held opinions	various resources will be used
Category 2 Review: Weeks 3 & 4	(6.6A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	What is a plot? What is it similar to? What does the word summarize mean? How does a plot develop? Define each element in your own words.	**Summarize**, Elements, Plot, Plot Development, Rising Action, Turning Point, Climax, Falling Action, Denouement, Fiction	various resources will be used
	(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	What are your five senses? What might you guess sensory language is based upon? What is imagery? How can an author create imagery using sensory language? Can you find an example in the text? How might the sensory language of the author change the imagery created by the reader? What did the author mean by "_____" in the text? How did the author use (Personification/hyperbole/ refrains) to help the reader understand _____?	**Understand, Make,** inferences, **Draw** conclusions, sensory language, imagery, literary text, **Provide**, evidence, support	various resources will be used

	(6.3A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (theme and genre)	What is fiction? What is the theme of the work of fiction? Was it stated or implied? What is theme? What are some examples of themes? How is theme different from the topic? How do they help me comprehend the work of fiction? What are themes I find in the world around me? How do the theme and genre influence the students' understanding of texts?	**Infer, Distinguish,** Implicit Theme, Fiction, Theme, Topic, moral	various resources will be used
	(6.3B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; (theme and genre)	What is the genre of traditional and classical literature? What pieces have I read and are familiar with that fall into this genre? What stylistic elements are commonly found in this genre? Why does the author includes these elements in their stories? What are their purposes? How do the stylistic elements help the reader comprehend and understand the culture presented in the story?	**Analyze,** function, stylistic elements, traditional and classical literature, cultures, magic helper, rule of three, hyperbole	various resources will be used
	(6.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	What is this poem about? How is the poem structured? What are the elements of the poem? How do I know? What is figurative language? What do these academic terms mean? Can I find examples of each on the poem? Why did the poet use figurative language in the poem? How does it help me understand the meaning of the poem? Why do I use figurative language in my conversations and in my writings?	**Understand, Infer, Conclude, Provide, Explain,** Structure, Elements, Poetry, Evidence, Figurative Language, Personification, Metaphors, Simile, Hyperbole	various resources will be used
	(6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	What is this play about? What are the elements and structure of this play? How do I know these are correct? How is a film different from a play? Looking at a film based upon the same story line as this play, what are some similarities and differences? How are the characters similar and different? How are the settings different and alike? What are the similarities and differences in the plots?	**Understand, Infer, Conclude, Provide, Explain**, Structure, Elements, Drama, Similarities, Differences, Setting, Characters, Plot, Play vs. Film	various resources will be used
	(6.6B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	What is dialect? How do we get a dialect? What does it sound like and look like? How are conversational voice and dialect different? How do authors use these two to tell the reader about a character? How would a character's dialect change the reader's perception?	**Recognize,** Dialect, Conversational Voice, **Explain,** Authors, Use, Convey, Character	various resources will be used
	(6.6C) describe different forms of point-of-view, including first- and third-person.	Where have you seen or heard point-of-view before? What is the difference between first and third person? Does the point of view change the story? How might point-of-view affect your life? Why is the point of view important to the story? Describe the point of view in the story.	**Describe**, Point-of-view, first-person, third person	various resources will be used
	(6.13A) explain messages conveyed in various forms of media;	What is the overall message in this television advertisement? What is the intended message in this newspaper advertisement?	**explain,** message, conveyed, form of media	various resources will be used
	(6.13B) recognize how various techniques influence viewers' emotions;	How does media utilize propaganda and other techniques to influence the consumer? How was the TV advertisement designed to appeal to the viewer's emotions? What techniques were used in this advertisement to influence the viewer?	**recognize,** techniques, influence, viewer, emotions	various resources will be used
Category 3 Review: Weeks 5 & 6	(6.10A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	What is this article mostly about? What is the main idea of paragraphs ___? What idea does this detail support? What are the four most important fats in this information (summary)? Which of the following is the best summary of this text? Why does a summary not include opinions? How would the reader be affected if a summary included opinions? Would it change the information? Would it change the way the reader understood the information?	**Summarize,** Main Idea, Supporting Details, **Demonstrate**, Understanding, Summary, Opinion	various resources will be used
	(6.10C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	What organizational strategy does the author use in this article to support his/her viewpoint? How does the author organize the ideas in this information so the reader understands the main idea? The author's use of problem and solution helps the reader understand that the main idea is ____? How does the organizational pattern develop the main idea? How does the organizational pattern develop the author's viewpoint? How did the author choose an organizational pattern for the information presented? Why does the chosen organizational pattern fit the information? How do you know?	**Explain,** organizational pattern, proposition, support, problem, solution, author's viewpoint, main idea, develop	various resources will be used

	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
	(6.10D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	What is an idea found in both selections? What is an idea found in these two different newspaper articles and a story on this topic? How are the ideas in these two selections alike/different? What logical connections can you make to the ideas within the selection? What logical connections can you make between the ideas presented across the group of selections? Are your connections effected by the genre of the selection? How did you make your logical connection? What information did you use to make the connection?	**Synthesize, Make,** logical connections, text, genre	various resources will be used
	(6.3C) compare and contrast the historical and cultural settings of two literary works. (theme and genre)	What does it mean to compare? What does it mean to contrast? How are these two terms related to each other? What graphic organizer is commonly used to show this relationship of information? What are the historical settings of each story? What are the cultural settings of each story? How are they alike and different?	**Compare, Contrast,** historical settings, cultural settings, literary works	various resources will be used
	(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	What is a memoir? What is a personal narrative? What is an autobiography? How is different than a biography? How are memoirs different than autobiographies? What are literary language and devices? What are characteristics of personal narratives? What are characteristics of autobiographies? How are they alike/different?	**Understand, Infer, Conclude,** structural patterns, features, literary nonfiction, **Provide,** evidence, **Identify,** literary language, literary devices, memoirs, personal narratives, **Compare,** characteristics, autobiography, biography, conversational voice, dialect, chronological order, excerpt, analogy, transitions	various resources will be used
	(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	What is a author's purpose? Does that author's purpose change depending on the type of text? How will the author's viewpoint affect the author's purpose? Is there a connection? How are the two authors' purposes similar in these two selections? How are the two author's purposes different in these two selections? What is the different between stated purpose and implied purpose? How can you tell? What do the implied purposes of the authors of these two selections have in common?	Compare, Contrast, Stated/ Implied purpose, culture, history	various resources will be used
	(6.11A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;	How are the authors' viewpoints in ___ and ___ alike/different? What do the authors' purposes in these two articles have in common? How did the authors of ___ and ___ structure their writing different? How are the claims presented by the two authors alike/different?	**Compare, contrast,** structure, viewpoint, purpose, stated claim, supporting evidence, exaggerated contradictory, misleading, commonly held opinions	various resources will be used
Week 7	All listed above in this			various resources will be used
Unit/ Lesson	Student Expectations	Guiding Questions	Academic Vocabulary	Resources
Week 2	(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:			
	(6.22A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	How does brainstorming and collaboration help me in my research?	**Brainstorm, Consult, Decide, Formulate,** Research, Open-Ended Questions, Topic	
	(6.22B) generate a research plan for gathering relevant information about the major research question.	How does a research plan help the student gather relevant information?	**Generate,** research plan, relevant, research question	
	(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:			

	(6.23A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	How do I follow the research plan? What kind of resources might be in my research plan? What might happen if I deviate from the research plan? How will it affect my data collection and timeline?	**Follow**, research plan, collect, data, print and electronic resources	
	(6.23B) differentiate between primary and secondary sources;	What is the difference between a primary source and a secondary source? How can I tell? Which one is more accurate? When might I use a primary source? When might I use a secondary source? What are the various sources that may be used for research?	**Differentiate**, primary source, secondary source	
	(6.23C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	How do I record data? What technology do I have available to me? How do I utilize the technology in recording my data? What relationships are present between the ideas I've discovered? How can I convert the graphic or visual data into written notes that I can use? What might happen if I interpret the graphic and visual data incorrectly and misrepresent the information in my written notes? How will that affect my research?	**Record**, data, **Utilize**, technology, relationships, ideas, graphic/visual data, written notes	
	(6.23D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	Why do I need to record the bibliographic information? What form do I use? Where can I find the right information? Where do I record this information? Why is it important for me to take notes when researching?	**identify**, source of notes, author, title, page number, bibliography, standard form	
	(6.23E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	What is plagiarism? Why should I not plagiarize? What is the difference between paraphrasing and plagiarism? Why is it important for me to cite my sources? How do I evaluate a reliable source?	**Differentiate,** paraphrasing, plagiarism, **identify**, citing, valid sources, reliable sources	
Week 3	(6.23A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	How do I follow the research plan? What kind of resources might be in my research plan? What might happen if I deviate from the research plan? How will it affect my data collection and timeline?	**Follow**, research plan, collect, data, print and electronic resources	
	(6.23B) differentiate between primary and secondary sources;	What is the difference between a primary source and a secondary source? How can I tell? Which one is more accurate? When might I use a primary source? When might I use a secondary source? What are the various sources that may be used for research?	**Differentiate**, primary source, secondary source	
	(6.23C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	How do I record data? What technology do I have available to me? How do I utilize the technology in recording my data? What relationships are present between the ideas I've discovered? How can I convert the graphic or visual data into written notes that I can use? What might happen if I interpret the graphic and visual data incorrectly and misrepresent the information in my written notes? How will that affect my research?	**Record**, data, **Utilize**, technology, relationships, ideas, graphic/visual data, written notes	
	(6.23D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	Why do I need to record the bibliographic information? What form do I use? Where can I find the right information? Where do I record this information? Why is it important for me to take notes when researching?	**identify**, source of notes, author, title, page number, bibliography, standard form	
	(6.23E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	What is plagiarism? Why should I not plagiarize? What is the difference between paraphrasing and plagiarism? Why is it important for me to cite my sources? How do I evaluate a reliable source?	**Differentiate,** paraphrasing, plagiarism, **identify**, citing, valid sources, reliable sources	
	(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:			
	(6.24A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	Do I need to refine my major research question? Is it too broad or too specific? Is there enough information available? How can I refine my major research question?	Refine, major research question, secondary set of questions	
	(6.24B) evaluate the relevance and reliability of sources for the research.	How do you evaluate the reliability of a source? How do you evaluate the relevance of a source?	**Evaluate**, relevance, reliability, source, research	
Week 4	(6.23A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	How do I follow the research plan? What kind of resources might be in my research plan? What might happen if I deviate from the research plan? How will it affect my data collection and timeline?	**Follow**, research plan, collect, data, print and electronic resources	

	(6.23B) differentiate between primary and secondary sources;	What is the difference between a primary source and a secondary source? How can I tell? Which one is more accurate? When might I use a primary source? When might I use a secondary source? What are the various sources that may be used for research?	**Differentiate**, primary source, secondary source	
	(6.23C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	How do I record data? What technology do I have available to me? How do I utilize the technology in recording my data? What relationships are present between the ideas I've discovered? How can I convert the graphic or visual data into written notes that I can use? What might happen if I interpret the graphic and visual data incorrectly and misrepresent the information in my written notes? How will that affect my research?	**Record**, data, **Utilize**, technology, relationships, ideas, graphic/visual data, written notes	
	(6.23D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	Why do I need to record the bibliographic information? What form do I use? Where can I find the right information? Where do I record this information? Why is it important for me to take notes when researching?	**identify**, source of notes, author, title, page number, bibliography, standard form	
	(6.23E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	What is plagiarism? Why should I not plagiarize? What is the difference between paraphrasing and plagiarism? Why is it important for me to cite my sources? How do I evaluate a reliable source?	**Differentiate,** paraphrasing, plagiarism, **identify**, citing, valid sources, reliable sources	
	(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:			
	(6.24A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	Do I need to refine my major research question? Is it too broad or too specific? Is there enough information available? How can I refine my major research question?	Refine, major research question, secondary set of questions	
	(6.24B) evaluate the relevance and reliability of sources for the research.	How do you evaluate the reliability of a source? How do you evaluate the relevance of a source?	**Evaluate**, relevance, reliability, source, research	
Week 5	(6.17D) produce a multimedia presentation involving text and graphics using available technology.	What technology is available for me to use? How might the use of text and graphics help the audience understanding of my message? How does the use of text and graphics affect my audience's understanding of the message?	**produce**, multimedia presentation, text, graphics, technology	
	(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:			
	(6.25A) compiles important information from multiple sources;	How do I compile all the important information from multiple sources into a written or oral presentation? What if include the unimportant information? How will that affect the readers' ability to understand?	**Synthesize,** written or oral presentation, **compiles**, multiple sources	
	(6.25B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	How do I develop a topic sentence? What is the best way to summarize the findings? What evidence is needed to support the conclusions? How do these three things affect the reader's ability to understand the research?	**Synthesize,** written or oral presentation, **develops**, topic sentence, **summarizes**, findings, **uses**, evidence, conclusion	
	(6.25C) presents the findings in a consistent format; and	How can I present the findings consistently? What does that mean? How will the consistency affect the effectiveness of the findings?	**Synthesize,** written or oral presentation, **presents**, findings, consistent format	
	(6.25D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	How does the use of quotations affect the reader? How will quotations support the ideas? What is the appropriate form of documentation to acknowledge sources?	**Synthesize,** written or oral presentation, **uses**, quotations, form of documentation, acknowledge, sources, bibliography, works cited	
Week 6	(6.17D) produce a multimedia presentation involving text and graphics using available technology.	What technology is available for me to use? How might the use of text and graphics help the audience understanding of my message? How does the use of text and graphics affect my audience's understanding of the message?	**produce**, multimedia presentation, text, graphics, technology	
	(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:			

	(6.25A) compiles important information from multiple sources;	How do I compile all the important information from multiple sources into a written or oral presentation? What if include the unimportant information? How will that affect the readers' ability to understand?	**Synthesize,** written or oral presentation, **compiles,** multiple sources	
	(6.25B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	How do I develop a topic sentence? What is the best way to summarize the findings? What evidence is needed to support the conclusions? How do these three things affect the reader's ability to understand the research?	**Synthesize,** written or oral presentation, **develops,** topic sentence, **summarizes,** findings, **uses,** evidence, conclusion	
	(6.25C) presents the findings in a consistent format; and	How can I present the findings consistently? What does that mean? How will the consistency affect the effectiveness of the findings?	**Synthesize,** written or oral presentation, **presents,** findings, consistent format	
	(6.25D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	How does the use of quotations affect the reader? How will quotations support the ideas? What is the appropriate form of documentation to acknowledge sources?	**Synthesize,** written or oral presentation, **uses,** quotations, form of documentation, acknowledge, sources, bibliography, works cited	
Ongoing	(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. STudents are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	What do good readers do? What strategies do good readers use? How do these strategies help me? What does fluent reading sound like? How do I adjust my fluency? Will my fluency change depending on what I'm reading?	**Read, Adjust,** Fluency, Grade-Level Text, Comprehension, Reading Purpose, Nature of Text	
Ongoing	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		What are the elements of the writing process? Why is called a process? How does the time spent on each element of the process affect the final piece of writing? How does the process change when using a word processor? What does each step look like? What does each step feel like? Can you repeat any step during the process?	**Use,** Writing Process, Planning, Drafting, Revising, Editing, Publishing
Ongoing		(6.14A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	How do I plan? What is a first draft? How do I select an appropriate genre? Who is my audience going to be? How do I determine appropriate topics?	**Plan,** first draft, Genre, audience, Topic, strategies, controlling idea/thesis
Ongoing		(6.14B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	How do I develop a draft? How do I want to organize my information? How will I create a focused, organized and coherent piece of writing?	**Develop,** draft, organizational strategy, focused, organized, coherent
Ongoing		(6.14C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	How do I revise my draft? Why do I have to revise my first draft? What do I need to do in order to clarify meaning? What should I do to enhance style and improve transitions?	**Revise,** draft, clarify, enhance, simple and compound sentences, transitions, purpose, audience, genre
Ongoing		(6.14D) edit drafts for grammar, mechanics, and spelling; and	How do I edit my draft? What are common grammar, mechanics, and spelling errors that I need to look for?	**Edit,** draft, grammar, mechanics, spelling

Ongoing		(6.14E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	How should I revise my final draft? Is there a reoccurring item when I received feedback from my peers and teacher? What should I consider in publishing my written work?	**Revise,** final draft, response, feedback, peers, **Publish,** appropriate audiences
Ongoing	(19) Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
Ongoing		(6.19A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	How does _____ (part of speech)increase specificity in written and oral communication?	**Understand, Use,** Conventions, Function, Parts of Speech
Ongoing		(6.19A-i) verbs (irregular verbs and active and passive voice);	How does the active voice invigorate my writing? What is the difference between active and passive voice? When should I use each?	irregular verbs, active voice, passive voice
Ongoing		(6.19A-ii) non-count nouns (e.g., rice, paper);	What is a non-count noun? How do non-count nouns help increase specificity in written and oral communication?	**Use, Understand,** Non-Count Noun
Ongoing		(6.19A-iii) predicate adjectives (She is *intelligent*.) and their comparative and superlative forms (e.g., many, more, most);	What is a predicate adjective? What is the purpose of an adjective? How does the use of superlative form clarify communication?	**Use, Understand,** predicate adjective, predicate nominative, comparative form, superlative form
Ongoing		(6.19A-iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	What is a conjunctive adverb? What is the purpose of a conjunctive adverb? How does the use of conjunctive adverbs increase specificity and clarity in written and oral communication?	**Use, Understand,** Conjunctive Adverbs
Ongoing		(6.19A-v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	What is a preposition? What is a prepositional phrases? How are the two related? How does prepositional phrases increase specificity in written and oral communication?	**Use, Understand,** Preposition, Prepositional Phrase
Ongoing		(6.19A-vi) indefinite pronouns (e.g., all, both, nothing, anything);	What is an indefinite pronoun? What is its purpose? How does using indefinite pronouns in my oral and written communication assist my reader's understanding of the information?	**Use, Understand,** indefinite pronouns
Ongoing		(6.19A-vii) subordinating conjunctions (e.g., while, because, although, if); and	What are subordinating conjunctions? What is their purpose in oral and written communication? How does the use of subordinating conjunctions help my reader's understanding of the information presented?	**Use, Understand,** subordinating conjunctions

Ongoing		(6.19A-viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	What is transition? How does the use of transitional words and phrases increase clarity? How does the use of transitional words and phrases increase understanding? How does the use of transitional words and phrases increase interest in written works? How does the use of transitional words and phrases show the relationship to the organization of the piece of writing?	**Use, Understand,** transitional words, transitional phrases, transition, organization
Ongoing		(6.19B) differentiate between the active and passive voice and know how to use them both; and	What is the difference between active and passive voice? When is it appropriate to use them? How does the correct usage of each affect my writing?	**differentiate,** active voice, passive voice
Ongoing		(6.19C) use complete simple and compound sentences with correct subject-verb agreement.	What is the difference between a simple sentence and a compound sentence? What is correct subject-verb agreement? How does correct subject-verb agreement affect my writing? How does using only kind of sentence type affect my writing? Why is it important to include both simple and compound sentence types?	**Use,** complete sentences, simple sentence, compound sentence, subject-verb agreement
Ongoing	(20) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:			
Ongoing		(6.20A) use capitalization for:	How does capitalization make written communication more understandable?	
Ongoing		(6.20A-i) abbreviations;	How does using abbreviations make written communication more understandable?	abbreviation
Ongoing		(6.20A- ii) initials and acronyms; and	What are the accepted use of initials and acronyms informal writing? How does the usage of initials and acronyms help the reader?	
Ongoing		(6.20A- iii) organizations;	How do I capitalize organizations? Why is important to capitalize organizations in my writing?	
Ongoing		(6.20B) recognize and use punctuation marks including:	How does punctuation marks make written communication more understandable?	Recognize, Use, Punctuation Marks
Ongoing		(6.20B-i) commas in compound sentences;	What are commas? Why are they used in compound sentences? Where are they placed in compound sentences?	Recognize, Use, Punctuation Marks, Commas, Compound sentences
Ongoing		(6.20B- ii) proper punctuation and spacing for quotations; and	What is a quotation? What is the proper punctuation that should be used in quotations? What is the appropriate spacing to use for quotations?	Recognize, Use, Punctuation marks, spacing, quotations

Ongoing		(6.20B- iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and	When do I use parentheses? When do I use ellipses? When do I use brackets? How does the use of these help the reader's comprehension and understanding of the writing?	Recognize, Use, Punctuation Marks, Parentheses, Brackets, Ellipses, Omissions, Interruptions, Incomplete Statements
Ongoing		(6.20C) use proper mechanics including italics and underlining for titles of books.	When should I use italics? When should I underline? How does the proper usage of italics and underlining help my writing?	Recognize, Use, Punctuation Marks, Italics, Underlining, Titles of books
Ongoing	(21) Oral and Written Conventions/ Spelling. Students spell correctly. Students are expected to:			
Ongoing		(6.21A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	If the term is used incorrectly, how does the usage affect the meaning of the text? What makes these terms confusing?	**Differentiate**, commonly confused words, homophones, multiple meaning words
Ongoing		(6.21B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	What are some foreign words or phrases you know that are commonly found in text you read? What do they mean? Can you explain the meaning of these words and phrases using your own words? Why is it important to spell correctly?	**Use**, spelling patterns, spelling rules, print and electronic resources
Ongoing		(6.21C) know how to use the spell-check function in word processing while understanding its limitations.	Where do I find the spell-check function in the word processing application? What can it do for me? What can it not do for me? How will its limitations affect the effectiveness? Is it always reliable and accurate? What are some alternatives to double-check it?	**Know, Use,** spell-check function, word processing, limitations
Ongoing	(27) Listening and Speaking/ Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. <u>Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</u>		How is the best way to organize my presentation? Is my point of view specific enough for my audience? How will my eye contact, speaking rate, volume, and enunciation affect the ability of my audience to understand my presentation? What natural gestures is appropriate for my presentation? What conventions of language are necessary to communicate the ideas effectively?	**Speak, Give,** organized presentation, point of view, eye contact, speaking rate, volume, enunciation, natural gestures, conventions of language

Ongoing	(28) Listening and Speaking/ Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.		How can I work productively with others? Will the productivity change depending on the members of the team? How will my participation affect our ability work as a team? Why is it important for me to elicit and consider suggestions from my group members? What might happen if I don't consider their suggestions? How can I identify points of agreement and disagreement? How will these points of agreement and disagreement make our student-led discussions effective and productive? How does collaboration enhance the learning experience?	**Work**, productively, **Participate**, student-led discussions, **Elicit and Consider**, suggestions, **Identify**, points of agreement, points of disagreement
Ongoing	(6.RC) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:		How can I effectively use reading skills to comprehend text and become an independent reader?	Use, flexible range, metacognitive reading skills, assigned reading, independent reading, author's message
Ongoing		(6.RC-A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	Why am I reading this? What is the purpose of me reading this piece of text? Was your purpose for reading this text accomplished in the actual reading of the text?	establish, purpose, outcome, enhance comprehension
Ongoing		(6.RC-B) ask literal, interpretive, evaluative, and universal questions of text;	What literal questions can I ask myself? What interpretive questions can I ask myself regarding this text? What evaluative questions can I ask myself about the text? What universal questions can I ask of the text?	ask, literal questions, interpretive questions, evaluative questions, universal questions of text
Ongoing		(6.RC-C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);	Am I understanding what I'm reading? What information did I not understand? Am I adding information to increase my understanding and therefore not reading text dependently? What strategies am I using to help me comprehend? What background knowledge do I have about what I'm reading about? What images are created as I read? What part of this story should I reread to gain a deeper understanding? Can I generate higher level questions about what I'm reading? Am I drawing conclusions from the information in this selection based on my clues and evidence in the text? Am I reading creatively by adding information to the text based on my prior knowledge and experiences? Am I reading text dependently and interpreting the text with only the information provided?	monitor, adjust, comprehension, background knowledge, sensory images, rereading, generating questions

Ongoing ……… ……….. Readiness		(6.RC-D) Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)	What is a conclusion the reader can draw about the selection? What can I infer about what I'm reading? What textual evidence supports this inference or conclusion? Which sentence in this selection provides the proof necessary for the inference ____? What information in this story tells you that ___? An important inference that the reader can make about ___ is ___. What text evidence clearly proves that ___ was planning to ___?	Make, inferences, text, textual evidence, support, Fiction
Ongoing ……… ……….. Readiness		(6.RC-D) Fig.19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama)	What is a conclusion the reader can draw about the selection? What can I infer about what I'm reading? What textual evidence supports this inference or conclusion? Which sentence in this selection provides the proof necessary for the inference ____? What information in this story tells you that ___? An important inference that the reader can make about ___ is ___. What text evidence clearly proves that ___ was planning to ___?	Make, inferences, text, textual evidence, support, literary nonfiction, poetry, drama
Ongoing ……… ……….. Readiness		(6.RC-D) Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)	What is a conclusion the reader can draw about the selection? What can I infer about what I'm reading? What textual evidence supports this inference or conclusion? Which sentence in this selection provides the proof necessary for the inference ____? What information in this story tells you that ___? An important inference that the reader can make about ___ is ___. What text evidence clearly proves that ___ was planning to ___?	make, inferences, text, textual evidence, support, Expository
Ongoing ……… ……….. Readiness		(6.RC-D) make inferences about text and use textual evidence to support understanding (Persuasive)	What is a conclusion the reader can draw about the selection? What can I infer about what I'm reading? What textual evidence supports this inference or conclusion? Which sentence in this selection provides the proof necessary for the inference ____? What information in this story tells you that ___? An important inference that the reader can make about ___ is ___. What text evidence clearly proves that ___ was planning to ___?	make, inferences, text, textual evidence, support, Persuasive
Ongoing ……… ……….. Readiness		(6.RC-E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	What is this article mostly about? What are the four most important facts in this information (summary)? A summary of this information is ___. Which of the following summaries is an accurate paraphrase of the story? Does the following summary of this story maintain logical order?	summarize, paraphrase, synthesize, meaing, logical order, within a text, across texts, Fiction
Ongoing ……… ……….. Readiness		(6.RC-E) Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Literary Nonfiction, Poetry, Drama)	What is this article mostly about? What are the four most important facts in this information (summary)? A summary of this information is ___. Which of the following summaries is an accurate paraphrase of the story? Does the following summary of this story maintain logical order?	summarize, paraphrase, synthesize, meaing, logical order, within a text, across texts, literary nonfiction, poetry, drama

Ongoing .... **Readines** **s**		(6.RC-E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)	What is this article mostly about? What are the four most important facts in this information (summary)? A summary of this information is ___. Which of the following summaries is an accurate paraphrase of the story? Does the following summary of this story maintain logical order?	summarize, paraphrase, synthesize, meaing, logical order, within a text, across texts, expository
Ongoing .... **Readines** **s**		(6.RC-E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Persuasive))	What is this article mostly about? What are the four most important facts in this information (summary)? A summary of this information is ___. Which of the following summaries is an accurate paraphrase of the story? Does the following summary of this story maintain logical order?	summarize, paraphrase, synthesize, meaing, logical order, within a text, across texts, persuasive
Ongoing .... **Readines** **s**		(6.RC-F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence	What is a theme found in both selections? How are the themes in these two selections alike/different? How are the author's purposes similar in these two selections? Provide text evidence to show how the author's purpose in selection 1 is different than the author's purpose in selection 2. What do the implied purposes of the authors of these two selections have in common? How are the author' purposes alike/different in these two selections?	Make, Connections, thematic links, author analysis