

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Grade: 6		Subject: ELA		Duration: 7 weeks		Module One		
	Reading Skills	I/D/ M/R	Grammar	I/D/ M/R	Spelling	I/D/ M/R	Writing	I/D/ M/R
Big Idea (Content)	Effective readers use appropriate strategies, such as point of view, to construct meaning while reading.		Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.		Letter Patterns Influence How we Spell		<ul style="list-style-type: none"> ● Narrative ● Text-Dependent Analysis ● Point of view in writing influences perspective. ● Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. 	
Misconceptions	<ul style="list-style-type: none"> ● The term "cite" implies that a specific citation format (i.e. APA, MLA, etc.) should be utilized. ● The term "academic vocabulary" applies to content specific vocabulary. ● The term "point of view" always refers to 1st person, 2nd person, or 3rd person point of view. ● The narrator's point of view and the author's point of view are synonymous. 							
Proper Conceptions	<ul style="list-style-type: none"> ● The term "cite" implies that the student should cite evidence from a text, giving informal credit to the source (i.e. "The author states..."). ● The term "academic vocabulary" refers to vocabulary that is generalizable and of high utility across content areas. ● The term "point of view" refers to a person's worldview and how that worldview shapes his or her writing/thinking. ● Students should understand that the narrator's point of view may or may not be that of the author. 							

<p>Essential Question:</p>	<ul style="list-style-type: none"> How does point of view influence the reader's perception of what they're reading? How do strategic readers create meaning from informational and literary text? 		<p>How do grammar and the conventions of language influence point of view?</p>		<p>How does the letter pattern influence how we spell?</p>		<ul style="list-style-type: none"> How does a person's point of view influence perceptions in writing? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? 	
<p>Concept (Key Knowledge)</p>	<ul style="list-style-type: none"> Main Idea Text Analysis Figurative language 		<ul style="list-style-type: none"> Identify the four different types of sentences Identify the subject in a sentence Identify the verb in a sentence 		<ul style="list-style-type: none"> Short Vowels Long Vowels/Vowel Digraphs Vowel Variants/Diphthongs Inflections -ed and -ing Words with Consonant Plus -le vccv and vcccv vcv homophones and homograms silent letters vce 		<ul style="list-style-type: none"> Narrative - Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Text-Dependent Analysis - Draw evidence from literary or informational texts to support analysis, reflection, and/or research. Organization for writing Writing Style Use multiple types of sentences in a piece of writing Ensure each sentence has a subject and predicate 	
<p>Competency/ Skills:</p>	<ul style="list-style-type: none"> Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 		<ul style="list-style-type: none"> Declarative, Interrogative, Exclamatory, Imperative Subject - the naming part of a sentence (who or what the sentence is about) Verb - the telling part of a sentence (the action; What did 	<p>R</p> <p>R</p> <p>R</p>	<ul style="list-style-type: none"> Types of syllables and how the syllables influence the spelling patterns (closed, open, -le, r-controlled, silent e, open, vowel team) 	<p>R</p>	<ul style="list-style-type: none"> Students will write narratives to develop real or imagined experiences or events <ul style="list-style-type: none"> Include figurative language in your writing Engage and orient the reader by establishing a context in introducing a narrator and/or characters; organize an event sequence that 	

	<ul style="list-style-type: none"> Identify figurative language (simile, metaphor, personification, hyperbole) used in a passage (or novel) 		they do?)		<ul style="list-style-type: none"> explain the spellings based off of the patterns simple and complex syllables combining syllables 	R R R	<p>unfolds naturally and logically to support the writer's purpose.</p> <ul style="list-style-type: none"> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of topic 	
Assessment:	<ul style="list-style-type: none"> POV Worksheets/quizzes http://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/ Worksheet review: ed-e%206%20Main%20Idea.pdfReadings/Gradhttp://te SAS Assessment Story Town Assessments Study Island Assessments 		<ul style="list-style-type: none"> StoryTown Assessments Study Island Teacher- Created Assessments Treasures Grammar Practice Book PDF SAS Assessments 				<ul style="list-style-type: none"> Write narratives using story structure to develop and complete 2 real or imagined experiences or events with a beginning, middle, and end. Use steps of the writing process to publish 1 piece of writing. Complete at least 2 TDAs *You can use items from the SAS Portal: Assessment Builder or other resources. Use explicitly stated information including quotes from a text when answering a question. Use Example TDAs with a score of a 4 to 	

							<p>highlight components(eg. restated question, cited text, analysis). Use it to work backward to writing a TDA.</p> <ul style="list-style-type: none"> Journaling - Can have students write everyday, then randomly choose one or two each week to grade.
<p>Resources: (Include extension and remediation)</p>	<ul style="list-style-type: none"> Storytown Lesson 16 and 17 (Maniac Magee Novel Study?) Mary Anderson: Windshield Wipers (Listening Comprehension Lesson 16; T28 Theme 4) <ul style="list-style-type: none"> Storytown Lesson 8 and 9 (The Great Serum Race and Smokejumpers) SAS portal Study Island (Textual Evidence, Literary Point of View, Characters, Meaning & Tone) Point of View Power point https://docs.google.com/presentation/d/12mS7CrpSH960hjnRlm89WTO5_BMQ44QU5dUUo3CqMV8/edit#slide=id.i0 POV Prezi: https://prezi.com/nnw3bvok7phv/teaching-point-of-view/ POV Video: 		<ul style="list-style-type: none"> StoryTown Grammar resources (Lessons 1-5) Treasures Grammar Practice Book PDF Study Island (Verbs) Schoolhouse Rock videos Types of Sentences song MadLib online/ 		<ul style="list-style-type: none"> Storytown Spelling resources (Lesson 1-9, 27) LETRS (Spelling Inventory to identify deficits) Module 3 Chapter 4 and 5 Accessing the CODE- Spelling patterns and Syllable Types (CLOVER) Accessing the CODE - Spelling rules and patterns (vowel teams, vce) 	<ul style="list-style-type: none"> Ralph Fletcher?? SAS Portal PSSA Released Items Narrative Scoring Guidelines TDA Scoring Guidelines More Than One Way To Create Vivid Verbs 	

	<p>https://www.flocabulary.com/unit/point-of-view/</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=SKi56cPUSFk • Identify main idea and supporting details <p>Cite evidence from Text to support generalizations</p> <p>http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf</p> <ul style="list-style-type: none"> • Videos and Links for activities (BrainPop) • https://educators.brainpop.com/academic-standards • • 							

Standards:	<p>CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	M	<p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	
	<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p>	R			<p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p>	
	<p>CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	M			<p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.</p>	
	<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>	M			<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p>	
	<p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p>	M			<p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	

							CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
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Comments:

Grade: 6 Subject: ELA Duration: 7 weeks Module Two

	Reading Skills	I//D/M/R	Grammar		Spelling	I/D/M/R	Writing	I/D/M/R
Big Idea	Power of Word Choice (An expanded vocabulary enhances one’s ability to express ideas and information.)		<ul style="list-style-type: none"> Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. 		<ul style="list-style-type: none"> We Spell By Meaning (LETRS Module 3 Chapter 6) Prefixes change the meaning of a word. 		<ul style="list-style-type: none"> Informational/Explanatory Text-Dependent Analysis 	
Misconceptions	<p>Misconceptions The term "point of view" always refers to 1st person, 2nd person, or 3rd person point of view.</p> <p>The narrator's point of view and the author's point of view are synonymous.</p> <p>“Voice” cannot be taught to writers; they either write with it or they don’t</p>							
Proper Conceptions	<p>Proper Conceptions The term "point of view" refers to a person's worldview and how that worldview shapes his or her writing/thinking.</p> <p>Students should understand that the narrator's point of view may or may not be that of the author.</p> <p>Voice is a culminating outcome of the many choices a writer makes including word choice, order of words, sentence style and length.</p>							
Essential Question:	How does word choice affect purpose, point of view, and comprehension?		<ul style="list-style-type: none"> How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? 		<ul style="list-style-type: none"> How do prefixes influence how we spell? 		<ul style="list-style-type: none"> Who is the audience? What will work best for the audience? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? 	

<p>Concept (Key Knowledge)</p>	<ul style="list-style-type: none"> ● Read a variety of informational text and literature while focusing on details. ● Use specific Vocabulary or words and phrases to convey thoughts and ideas ● Author's Purpose and Point of View 		<ul style="list-style-type: none"> ● Prepositional Phrases ● Clauses and Phrases ● Common and Proper Nouns 		<ul style="list-style-type: none"> ● Prefixes 		<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Text-Dependent Analysis - Draw evidence from literary or informational texts to support analysis, reflection, and/or research. ● Focus for Writing ● Writing Style 	
<p>Competency/ Skills</p>	<ul style="list-style-type: none"> ● Examine an author's word choice and structure choice to determine audience ● Use precise language, style, and voice consistently in writing and speaking ● Use domain specific vocabulary when transitioning ● Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause and effect 		<ul style="list-style-type: none"> ● Students should be able to identify the prepositional phrase in a sentence. They should also be able to name the preposition and the object of the preposition. Students will also learn the common prepositions. ● Students will learn the difference between a clause and a phrase. ● Students will learn common and proper nouns. 	<p>R R R</p>	<ul style="list-style-type: none"> ● im-, in-, ir-, il- ● bi-, mal-, circum-, inter-, intra-, super-, trans- ● micro-, uni- 	<p>R R R</p>	<ul style="list-style-type: none"> ● Identify and introduce the topic for the intended audience. ● Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate transitions (in contrast, especially, etc.) to clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style (using proper conventions). 	

	<ul style="list-style-type: none"> Determine an author's purpose and point of view with respect to the style and vocabulary an author chooses and explain how it is conveyed in a text 					<ul style="list-style-type: none"> Provide a concluding section that follows from the information or explanation presented. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of topic 		
Assessment:	<ul style="list-style-type: none"> Worksheets: http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/authors-purpose/ Paired readings fiction/nonfiction: http://www.readworks.org/rw/paired-non-fiction-and-literary-texts SAS Assessments Study Island teacher created tests StoryTown Assessments 		<ul style="list-style-type: none"> Treasures Grammar Practice Book PDF StoryTown Assessments Study Island Teacher- Created Assessments SAS Assessments 			<ul style="list-style-type: none"> Publish 2 Informative writings and 1 narrative writing. Complete at least 2 TDAs You can use items from the SAS Portal: Assessment Builder or other resources. Use explicitly stated information including quotes from a text when answering a question. Journaling - Can have students write everyday, then randomly choose one or two each week to grade. 		

<p style="text-align: center;">Resources</p>	<ul style="list-style-type: none"> ● StoryTown 11 and 12 (Life Under Ice and The Long Bike Ride) ● Video: Author’s Purpose https://www.flocabulary.com/unit// ● ● Author’s Purpose nonfiction ● Powerpoint: https://docs.google.com/presentation/d/12mS7CrpSH960hj_nRlm89WTO5_BMQ44QU5dUUo3CqMV8/edit#slide=id.i0 ● Fiction/nonfiction lesson and analysis chart: http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/fiction_nonfiction/6-8/15_6-8_reading_comparing_fiction_to_nonfiction.pdf ● Mini Lessons: https://betterlesson.com/community/lesson/3075/fiction-vs-nonfiction ● 		<ul style="list-style-type: none"> ● StoryTown Grammar Resources (Lessons 6 -9) ● Treasures Grammar Practice Book ● Preposition Song ● Study Island ● Schoolhouse Rock Prepositions 		<ul style="list-style-type: none"> ● LETRS ● Dyslexia Pilot - Spelling rules and patterns ● Prefix List ● LETRS Module 3 Chapter 6 		<ul style="list-style-type: none"> ● Ralph Fletcher?? ● SAS Portal ● PSSA Released Items ● Informative/Explanatory Scoring Guidelines ● TDA Scoring Guidelines
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Standards:	<p>CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	M	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p>		
	<p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	M	<p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension</p>		
	<p>CC.1.3.6.D Determine an author’s purpose in a text and explain how it is conveyed in a text</p>	M			<p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style</p>		
	<p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	M			<p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.</p>		
		M					

	<p>CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						<p>CC.1.4.6.G Write arguments to support claims.</p> <p>CC.1.4.6.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	
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Comments:

Grade: 6 Subject: ELA Duration: 7 weeks Module Three

	Reading Skills	I//D/M/R	Grammar		Spelling	I/D/M/R	Writing	I/D/M/R
Big Idea	Structure and Sequencing and how individuals change over informational text and literature (Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.)		<ul style="list-style-type: none"> Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. 		<ul style="list-style-type: none"> Suffixes change the meaning of a word. 		<ul style="list-style-type: none"> Argumentative Narrative Text-Dependent Analysis 	
Misconceptions	<ul style="list-style-type: none"> Transition words/phrases always appear at the beginning of a sentence. Writers use just one organizational structure in a text. 							
Proper Conceptions	<ul style="list-style-type: none"> Transition words/phrases can appear at any point of the sentence. Writers may use a variety of organizational structures within a text. 							
Essential Question:	How do individuals change over time in informational text and literature? Why do writers write? What is the author’s purpose? Who is the audience? What will work best for the audience?		<ul style="list-style-type: none"> How do grammar and the conventions of language influence spoken and written communication? 		<ul style="list-style-type: none"> How does a word’s suffix influence how we spell? 		<ul style="list-style-type: none"> What makes clear and effective writing? How does the structure, sequence, and word choice change between narrative and argumentative writing? Who is the audience? What will work best for the audience? 	
Concept	<ul style="list-style-type: none"> Organization of writing Types of text structure (compare and contrast, chronological order) 		<ul style="list-style-type: none"> Singular and Plural Nouns Possessive Nouns Subject and Object Pronouns Possessive and Reflexive Case Pronouns; Indefinite 		<ul style="list-style-type: none"> Morphophonology (LETRS Mod 3 Chapter 6) Suffixes -able, -ible, -ous, -eous, -ious, -ology, -osity, -itis, -scope, -plasm 		<ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. 	

			<ul style="list-style-type: none"> Pronouns Adjectives 				<ul style="list-style-type: none"> Text-Dependent Analysis - Draw evidence from literary or informational texts to support analysis, reflection, and/or research. Organization for writing Writing Style 	
Competency/ Skills:	<ul style="list-style-type: none"> Examine how two authors present similar information in different types of text 		<ul style="list-style-type: none"> Students will be able to identify a singular noun and a plural noun. Students will be able to identify a possessive noun and tell if it is singular or plural. Students will learn how to identify a subject pronoun and an object pronoun. Students will learn about possessive and reflexive case pronouns along with indefinite pronouns. Students will learn what an adjective is and know that an adjective describes. 	R	<ul style="list-style-type: none"> Inflectional Suffix morphemes (review advanced doubling rule) Past Tense and Plural Inflections Derivational Suffix Morphemes 	R	<ul style="list-style-type: none"> Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Use appropriate transitions to clarify the relationships among ideas and concepts Provide a concluding statement or section that reinforces the claims and reasons presented 	
					*LETRS Mod 3 Page 75			

						<ul style="list-style-type: none"> ● Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text ● Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of topic 	
Assessment:	SAS Assessments StoryTown Assessments Study Island teacher-created tests		<ul style="list-style-type: none"> ● Treasures Grammar Practice Book PDF ● Study Island Teacher-Created Assessments ● StoryTown Assessments ● SAS Assessments 			<ul style="list-style-type: none"> ● Publish 2 argumentative writings and 1 counter-argument writing ● Complete at least 2 TDAs ● You can use items from the SAS Portal: Assessment Builder or other resources. ● Use explicitly stated information including quotes from a text when answering a question. ● Journaling - Can have students write everyday, then randomly choose one or two each week to grade. 	
Resources: (Include extension and remediation)	<ul style="list-style-type: none"> ● Storytown 6 and 7 ● Storytown 3 and 4 ● Holocaust Unit (The Boy in the Striped Pajamas/Anne Frank A Photographic story of a life 		<ul style="list-style-type: none"> ● StoryTown Grammar Resources (Lessons 11 - 16) ● Treasures Grammar Practice Book 		<ul style="list-style-type: none"> ● Storytown Lessons 11, 12, 18 26 ● LETRS Module 3 Chapter 6 	<ul style="list-style-type: none"> ● Ralph Fletcher?? ● SAS Portal ● PSSA Released Items ● Argumentative Scoring Guidelines 	

	<ul style="list-style-type: none"> • Disney Anne Frank movie • Six Million Paperclips • The Boy in the Striped Pajamas movie 		<ul style="list-style-type: none"> • Study Island • Schoolhouse Rock Adjectives • Flocabulary Video on Pronouns • Video on Subjective and Objective Pronouns • Video on Possessive Pronouns • Video on Pronouns 			<ul style="list-style-type: none"> • TDA Scoring Guidelines 	
Standards:	<p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.G Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p> <p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p> <p>CC.1.3.6.H Compare and contrast texts in different</p>	M R I R	<p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. • Vary</p>		

	<p>forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p> <p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	R					<p>sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice.</p> <p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	
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Comments:

Grade: 6 Subject: ELA Duration: 7 weeks Module Four

	Reading Skills	I/D/M/R	Grammar	I/D/M/R	Spelling	I/D/M/R	Writing	I/D/M/R
Big Idea	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.		<ul style="list-style-type: none"> Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. 		<ul style="list-style-type: none"> Word origin determines the word meaning and how we spell. 		<ul style="list-style-type: none"> Narrative Text-Dependent Analysis 	
Misconceptions								
Proper Conceptions								
Essential Question:	<p>How do readers know what to believe in what they read, hear, and view?</p> <p>How does interaction with text provoke thinking and response?</p>		<ul style="list-style-type: none"> How do grammar and the conventions of language influence spoken and written communication? 		<ul style="list-style-type: none"> How do Greek and Latin affixes and roots influence word meaning and how we spell? 		<ul style="list-style-type: none"> What makes clear and effective writing? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? 	
Concept	<ul style="list-style-type: none"> Main Idea Text Structure 		<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. Simple Tenses: Present Tense Simple Tenses: Past and Future 		<ul style="list-style-type: none"> Morphemes override syllables and Latin morphemes (LETRS pg 75) Common Greek and Latin affixes and roots determine the meaning and spelling of a word 		<ul style="list-style-type: none"> Narrative - Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Text-Dependent Analysis - Draw evidence from literary or informational texts to support analysis, reflection, and/or research. 	

<p>Competency/ Skills:</p>	<ul style="list-style-type: none"> ● Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Analyze the author's structure through the use of paragraphs, chapters, or sections. 		<ul style="list-style-type: none"> ● Students will be able to recognize and correct inappropriate shifts in verb tense. ● Students should be able to differentiate whether a verb is the the present, past, or future. ● Students also have to make sure that when they are writing that they do not make inappropriate shifts in verb tense. 	<p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> ● Lesson 21 - 23 Greek and Latin Words ● Latin Morphemes (roots) ● Greek combining forms ● Root Affix PDF ● Common Latin and Greek Affixes, Roots, Prefixes, and Suffixes ● Science/Math Vocabulary (understanding Greek and Latin prefixes, roots and affixes) ongoing throughout the year 		<ul style="list-style-type: none"> ● Students will write narratives to develop real or imagined experiences or events ● Engage and orient the reader by establishing a context in introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide a conclusion that follows from the narrated experiences or events. ● Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text ● Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of topic 	
<p>Assessment:</p>	<p>StoryTown Assessments SAS Assessments Study Island teacher-created assessments</p>		<ul style="list-style-type: none"> ● Treasures Grammar Practice Book PDF ● StoryTown Assessments ● Study Island Teacher-Created Assessments ● SAS Assessments 				<ul style="list-style-type: none"> ● Publish 1 narrative, 1 informative, 1 argumentative writing ● Complete at least 2 TDAs ● You can use items from the SAS Portal: Assessment Builder or other resources. ● Use explicitly stated information including quotes from a text when answering a question. 	

	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p>	<p>R</p> <p>M</p> <p>R</p> <p>M</p> <p>R</p> <p>M</p> <p>M</p>					
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Comments:

Grade: 6 Subject: ELA Duration: 7 weeks Module Five

	Reading Skills	I//D/M/R	Grammar	I//D/M/R	Spelling	I/D/M/R	Writing	I/D/M/R
Big Idea	Effective Research and Determining Trustworthiness (Effective research requires the use of varied resources to gain or expand knowledge.)		<ul style="list-style-type: none"> Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. 		<ul style="list-style-type: none"> It is important to be able to spell grade appropriate words correctly. 		<ul style="list-style-type: none"> Narrative Informative/Explanatory Argumentative Text-Dependent Analysis 	
Misconceptions	<ul style="list-style-type: none"> By putting someone else's ideas into your own words, you are avoiding plagiarism. 							
Proper Conceptions	<ul style="list-style-type: none"> Plagiarism occurs when a writer intentionally or unintentionally uses another's ideas or words as his/her own without properly citing the source. 							
Essential Question:	What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?		<ul style="list-style-type: none"> How do grammar and the conventions of language influence spoken and written communication? 				<p>How do task, purpose, and audience influence how speakers craft and deliver a message?</p> <p>How do speakers employ language and utilize resources to effectively communicate a message?</p> <p>What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?</p>	
Concept	<ul style="list-style-type: none"> Main idea Text analysis Sources of information 		<ul style="list-style-type: none"> Inappropriate Fragments Run-on Sentences Correctly use frequently confused words (to, too, two; there, their, they're) Ensure subject-verb and pronoun-antecedent agreement. 		<ul style="list-style-type: none"> Review Greek and Latin Roots per Christine Pearson's List 		<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	

							<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
Competency/ Skills:	<ul style="list-style-type: none"> ● Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Analyze the author's structure through the use of paragraphs, chapters, or sections. 		<ul style="list-style-type: none"> ● Students will be able to recognize a sentence fragment. ● Students will be able to identify a run-on sentence and avoid using run-on sentences in their writing. ● Students will be able to use frequently confused words.(to, too, two; there, their, and they're) ● Students will be able to ensure subject-verb and pronoun-antecedent agreement. 	D D M D	<ul style="list-style-type: none"> ● Greek and Latin Roots 		<ul style="list-style-type: none"> ● Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. ● Argumentative: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. ● Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experience and events. ● Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text ● Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of topic

<p>Assessment:</p>	<p>Study Island teacher-created assessments StoryTown assessments SAS assessments</p>		<ul style="list-style-type: none"> ● Treasures Grammar Practice Book PDF ● StoryTown Teacher-Created Assessments ● Study Island Assessments ● SAS Assessments 				<ul style="list-style-type: none"> ● Review and practice all types of writings. ● Possibly complete a research project (incorporate into Science/Social Studies) ● Free Choice Writing for students (maybe write/illustrate a short story) ● You can use items from the SAS Portal: Assessment Builder or other resources. ● Journaling - Can have students write everyday, then randomly choose one or two each week to grade. 	
<p>Resources: (Include extension and remediation)</p>	<ul style="list-style-type: none"> ● Storytown 21, 22, and 24 (Ancient Greece, Emperor's Silent Army, Secrets of the Sphinx) ● Make inferences and draw conclusions based on information from text ● Worksheet/ sample lesson: http://content.scholastic.com/collateral_resources/pdf/48/9781338014648.pdf ● 		<ul style="list-style-type: none"> ● http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1697 ● Treasures Grammar Practice Book PDF ● Video on To, Too, and Two ● There, Their, and They're song ● 				<ul style="list-style-type: none"> ● Ralph Fletcher?? ● SAS Portal ● PSSA Released Items ● Narrative Scoring Guidelines ● TDA Scoring Guidelines 	

Standards:	CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	M	CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
	CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	R			CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
	CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	M			CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
	CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	R			CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.
	CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.	M			CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.2.6.H Evaluate an author's argument			CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		

	by examining claims and determining if they are supported by evidence.	R					CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
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Comments: