

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Changes**Essential Questions:**

How do new experiences offer new perspectives?
Why do people form alliances?
How do life forms vary in different environments?
What factors influence how people use money?
How do the events of the past affect the future changes in our world?
How does changing something make it better?
What are the significant world changes that affect our lives?
Can I make a change/difference in the world?
In what ways do we change as we grow up?
How do experiences cause us to change?
What distinguishes childhood from adulthood?
How can you keep your individuality as you grow up?

Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**Reading Informational Text 1.1**

C.C.1.2.6A –Determine the central ideas of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.
C.C.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.
C.C.1.2.6.C-Analyze in detail how a key individual, event, or idea is introduced illustrated and elaborated in a text.
C.C.1.2.6.D-Determine an author's point of view, or purpose in a text, and explain how it is conveyed in a text.
C.C.1.2.6.E-Analyze author's structure through the use of paragraphs, chapters, or sections.
C.C.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 and context.
C.C.1.2.6.G-Integrate information presented in different media and formats, as well as in words, to develop a coherent understanding of a topic or issue.
C.C.1.2.6.H-Evaluate an author's argument by examining claims and determining if they are supported by evidence.
C.C.1.2.6.I-Examine how two authors present similar information in different types of text.
C.C.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.
C.C.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.
C.C.1.2.6.L-Read and comprehend literary non-fiction and informational text on grade-level, reading independently and proficiently.

Reading Literature 1.3

C.C.1.3.6.A-Determina a theme or 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.
C.C.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.
C.C.1.3.6.C-Describe how a particular story or drama's plot unfolds in a series or episodes, as well as, how the characters respond or change as the plot moves towards a resolution.
C.C.1.3.6.D-Determine an author's purpose in a text, and how it is conveyed in a text.
C.C.1.3.6.E-Analyze how the structure of a text contributes to the development of them, setting, and plot.

C.C.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.

C.C.1.3.6.G-Compare and contrast the experiences of reading a story, drama, or poem to the experience of 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.

C.C.1.3.6.H-Compare and contrast text in different forms or genres in terms of their approaches to similar themes and topics, as well as, their use of additional literary elements.

C.C.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.

C.C.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.

Writing 1.4

C.C.1.4.6.A-Write informative/explanatory text to examine a topic and convey ideas, concepts, and information clearly.

C.C.1.4.6.B-Identify and introduce the topic for an intended audience.

C.C.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.

C.C.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.

C.C.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 a topic. Use sentences of varying length and complexities.

Develop and maintain a consistent voice. Establish and maintain a formal style.

C.C.1.4.6.F-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.C.1.4.6.G-Write arguments to support claims.

C.C.1.4.6.H-Introduce and state an opinion on a topic.

C.C.1.4.6.I-Use clear reasons and relevant evidence to support claims using credible sources and demonstrating an understanding of the topic.

C.C.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 the argument presented.

C.C.1.4.6.L-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

C.C.1.4.6.M-Write narratives to develop or imagined experiences or events.

C.C.1.4.6.N-Engage and orient the reader by establishing a context and introducing a narrator and or characters.

C.C.1.4.6.O-Use narrative techniques such as dialogue, descriptions, and pacing to develop experiences, events and/ characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

C.C.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.

C.C.1.4.6.Q-Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader / listener, interest and style. Use precise language. Develop and maintain a consistent voice.

C.C.1.4.6.R-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

C.C.1.4.6.S-Draw evidence from literary or informational texts to support analysis, reflection in research, applying grade-level reading standards for literature and literary non-fiction.

C.C.1.4.6.T-With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

C.C.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 setting.

C.C.1.4.6.V-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

C.C.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 others while avoiding plagiarism, and providing basic bibliographic information from sources.

C.C.1.4.6.X- Write routinely over extended time frames (time for research, reflection, and revision)and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening 1.5

C.C.1.5.6.A-Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues building on other's ideas and expressing their own clearly.

C.C.1.5.6.B-Delineate a speaker's argument and specific claim by identifying specific claims, by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.

C.C.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.

C.C.1.5.6.D-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

C.C.1.5.6.E-Adapt speech to a variety of contexts and tasks.

C.C.1.5.6.F-Include multimedia components and visual displays in presentations to clarify information.

Summative Unit Assessment : McGraw-Hill Unit 1 Test Assessments

Summative Assessment Objective	Assessment Method (check one)
Students will become familiar with and understand the aspects of change. Students will be able to draw conclusions as to whether change is a positive or negative thing.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assess <input type="checkbox"/> Other (explain)

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will- 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.	2 1	Build background on Perspectives. How do new experiences offer new perspectives? Explain to the students that new experiences can change our perspectives or our ways of looking at ideas. Create word web using perspectives. The students interactively read aloud “ Crossing the Creek” Preview the genre of Realistic Fiction and visualize. Introduce Vocabulary (Words in context). Introduce spelling words for Unit 1 Week 1 with short vowels. Introduce types of sentences. Discuss genre of Realistic Fiction citing evidence from story. Intro vocabulary words Your Turn page 1 Review with leveled readers PDN will also be utilized daily.	W S	Graphic organizer Vocabulary notebook Vocabulary cards Readers writer workshop Leveled readers Projector ConnectED	Formative-graphic organizer Completion of notebook Your Turn Page 1 Summative- Student Self - Assessment-
2	Students will- Cite textual evidence to support analysis of what the text says explicitly as	2 1	Close read “Cow Music” Make visualizations T18-19 Character, Setting, Plot, Compare and Contrast T 20-21	W I P	Story Map Reading Writing Workshop Your Turn book Spelling work sheet	Formative-Story map Summative- Student Self - Assessment-

	well as inferences drawn from the text.		Realistic Fiction T22-23 Your Turn practice 2-7 Spelling practice page Grammar practice page sentence or fragment p. 3-4 PDN will also be utilized daily.		Grammar worksheet Projector Leveled readers ConnectED	
3	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2 1	Close read The Little Blog on the Prairie pp. 10-27 Your Turn page 8 Grammar Mechanics and Usage T35 Reinforce the words T39 PDN will also be utilized daily.	W P I	Anthology Your Turn Practice Book pp. 7-8 Teacher's Manuel Grammar and spelling print outs Notebooks Projector ConnectED	Formative-Story map Worksheets for spelling and grammar Summative- Student Self - Assessment-
4	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Close read "The Writing on the Wall" Fluency T27 Research and inquiry T28 Practice skills with Leveled readers "Silver Linings" Review and practice spelling words Grammar Work with sentences using worksheets. PDN will also be utilized daily.	W I S	Anthology Your turn page 3-5 Teacher's manual Spelling worksheet Grammar worksheet Graphic organizer Projector	Formative-Venn Diagram comparison Worksheets for Spelling and Grammar use for grade Discussion Summative- Student Self - Assessment-
5	Students will- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2 1	Spelling test on Week 1 words. Complete the Your turn practice page 9 Review Sentence Types. Review Declarative (statements) and Interrogative (questions), introduce Imperative (commands) and Exclamatory (exclamations). Sentence writing review Intro writing commands and exclamations PDN will also be utilized daily.	W I	Your turn book Writing notebooks Projector ConnectED	Formative-Spelling test Writing of commands and exclamations Summative- Student Self Assessment-
6	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3 2 1	Unit 1 Weekly Test Introduce and classify spelling words from week 2 Practice the writing of statements, questions, commands, and exclamations Identify and write sentences of the four kinds. PDN will also be utilized daily.	W I	Weekly Assessment Test Spelling List week 2 Sentence worksheet Projector ConnectED	Formative-writing sentences Summative- Weekly Assessment Student Self Assessment-
7	Students will demonstrate knowledge of sentence structure and kinds of sentences. Focus on context clues Sort Week 3 spelling list by long a spelling	3 2 1	Review all four kinds of sentences. Quiz on the different kinds. The students will look for synonyms in sentences to define unknown words. The students will generate lists of synonyms and write sentences with pairs in them. The students will review their spelling list for week 3 and sort them by the spelling of the long "a" sound. They will generate more words for each type of spelling and read them. Sorting spelling words and coming up with new words with the same vowel spelling.	W S I	Sentence quiz teacher made Sentences with synonym pairs Week 3 spelling list Projector Practice book p18 ConnectED	Formative- Sentence quiz Practice book p.18 Summative- Student Self Assessment-

			PDN will also be utilized daily.			
8	Students will- 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		Intro vocabulary The class will define and discuss the vocabulary for Unit 1 week 2 along with Historical Fiction. Why do people form alliances? Have the students read the essential question on p.32 in the Reading/Writing Workshop. Explain that alliances are when people come together to achieve a common goal. People might form alliances to overcome adversity. Discuss forming alliances. Build Background video. Listening comprehension story T76-77 "The Drummer Boy". Model the two parts of a sentence as being the naming part or the complete subject and the action part or the complete predicate. Show how to divide the sentences into the two parts and label them. Give the students (Or have the students come up with) sentences for them to divide on their own. Review words on week 2 spelling list. Have the students write a story correctly using those words. PDN will also be utilized daily.	W S	Reading/Writing Workshop Practice book p.11 Picture vocabulary cards Vocabulary (Words in Context) pp. T78-79. Sentences on board to divide into complete subjects and complete predicates. Projector ConnectED	Formative-Practice p11 Summative- Student Self Assessment-
9	Students will - 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.		The class will review vocabulary words, then close read "Drumbeat of Freedom" pp.36-39. They will make visualizations as to what will happen based on the information in the text. They will also cite evidence that proves that the passage is Historical Fiction. Use text structure to identify how "The Drummer Boy" and "Drumbeat of Freedom" are written. Practice dividing sentences into complete subject and complete predicate. Discuss, define, and identify using information text structure. Spelling review of week 2 words. PDN will also be utilized daily.	W S	Reader writer workshop pp.36-39 Practice book pp.12-17 Extra practice paper for sentence division. Text structure poster. Projector ConnectED	Formative- Practice book page 19 Pair work on citing story evidence Sentence paper Spelling review game
10	Students will - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly		Give a spelling test on Week 2 words Have the class read Appreciation in Practice book and complete the comprehension questions. P. 13-15. Write for a purpose using the story "Drumbeat of Freedom" writing a summary that includes how the characters solved the problem they faced. PDN will also be utilized daily.	W I	Practice book pp.13-15 Reading/Writing Workshop Projector ConnectED	Formative -spelling test on week 2 words Summative- Student Self-Assessment-
11	Students will - Acquire and use accurately grade -appropriate general academic and domain-specific words and		Review the vocabulary words for week 2 Students will close "The Mostly True Adventures of Homer P. Figg". pp 30-47. Have the students looking for details on characters, setting, plot and sequence.	W S I	Vocabulary cards Anthology pp. 30-47 Graphic Organizer p. 12 Projector	Formative- graphic organizer Summative-

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Introduce and classify spelling words from week 3 PDN will also be utilized daily.		Connected	Student Self-Assessment-
12	Students will-Describe how a particular's story unfolds in a series of episodes as well as how the characters respond to the change as the plot moves toward the resolution.		Unit Weekly Assessment. Practice phonics/decoding of long vowels. Students will make up a story about characters who work together to solve a problem. Small group working on complete subject and complete predicates. Unit 1 Week 2 Weekly Test PDN will also be utilized daily.	W S	Weekly Assessment Test Your Turn Practice Book p. 18 Projector ConnectED	Formative-Your Turn Practice p. 18 Summative-Unit 1 Week 2 Test
13	Students will- 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.	2	Intro vocabulary How do life forms vary in different environments? Have students read the Essential Question on page 46 of the Reading/ Writing Workshop. Explain that scientists place life forms into groups based on similar characteristics. This is called classification. Discuss "Living Environment" Build Background Video. PDN will also be utilized daily.	W I	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED Projector Worksheets- vocabulary cards Additional Resources	Formative-thumbs up thumbs down Summative-unit test Student Self –Assessment-
14	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	2 3	Read Aloud Plants and Different Environments Interactive Read Aloud, "Plants in Different Environments" Summarize Have students restate the most important information from "Plants in Different Environments" in their own words. PDN will also be utilized daily.	W S	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED projector Worksheets	Formative- thumbs up thumbs down Summative-unit test Student Self –Assessment-
15	Students will- 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.	2 3	Words in Context Reading/Writing Workshop Discuss and review Words to Know using cards, McGraw-Hill presentation and teacher constructed worksheets. Construct sample sentences with vocabulary. PDN will also be utilized daily.	W S I	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED projector Worksheets	Formative-thumbs up thumbs down Summative-unit test Student Self –Assessment-
16	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	2	"The Secret World of Caves" Reading/Writing Workshop Reread Paragraph 1: Tell students you are going to take a closer look at the first section of text titled "In the Mouth of the Cave." Reread the first paragraph together. Ask: How is stepping into a cave's		Reread, pp. T146–T147 Main Idea and Key Details, pp. T148–T149 Expository Text, pp. T150–T151 Greek Roots, pp. T152–T153 ConnectED	Formative-thumbs up thumbs down Summative-unit test Student Self –Assessment-

			environment like being in a new world? Model how to cite evidence to answer the question. Reread Paragraphs 2–4: Model how to paraphrase the important information in the next three paragraphs. Remind students that when they paraphrase, they use their own words. PDN will also be utilized daily.			
17	Students will- Produce simple, compound, and complex sentences. .	2 3	Notes : A conjunction joins words or groups of words. And adds information; but shows contrast; or gives a choice. Practice constructing simple, compound, and complex sentences PDN will also be utilized daily.		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected projector Worksheets Grammar Handbook	Formative-thumbs up thumbs down Summative-unit test Student Self-Assessment-
18	Students will- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly	1 2	CLASS PRESENTATION ROUTINE Spelling: Frequently Misspelled Words Word Sort Introduce Spelling list PDN will also be utilized daily.	W S I	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected projector Worksheets	Formative-Sparkle game Summative-Spelling test Student Self –Assessment-
19	Students will- Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	1 2	Students will read and discuss the presentation on Studyisland.com, "Central Idea" They will work with a partner at time and other times independently. The lower lexile class will start out with 4 th grade Main Idea, and the higher lexile class will start out with 6 th grade central Ideas. Throughout the week students will work independently through centers as well. PDN will also be utilized daily.	W S I	Projector computers Studyisland.com	Formative-discussions Summative-4 th and 6 th grade study island tests Student Self-Assessment-
20	Students will- Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	1 2 3	View the lesson video on 6th Grade Summary and read/discuss the notes. Model a few questions and answers. Students will practice on grade level material. PDNs will be completed every day at the beginning of each class. Students will read and discuss. Answers will be provided and recorded into PDN notebooks. These questions will be turned into an assessment. PDN will be utilized daily.	W I S	Projector Computers Overhead Studyisland.com PDN Notebooks	Formative- Thumbs up Choral Response Think-Pair-Share Summative- Answers in PDN & Studyisland.com Student Self - Assessment-
21	Students will- 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. RI.6.7	1 2 3	Discuss and read: How do natural forces affect Earth? Interactive Read Aloud, "The Roar of Lava" t202 Vocabulary PDN will be utilized daily.	W I S	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Formative- Thumbs up Choral Response Think-Pair-Share Summative- Vocabulary test Student Self - Assessment-

	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1d Build background knowledge on Earth's natural forces.					
22	Students will- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 Listen for a purpose. Identify characteristics of narrative nonfiction.	1 2 3	Interactive Read Aloud, "The Roar of Lava"t204 Lesson Resources Connect to Concept: Dynamic Earth Preview Genre: Narrative Nonfiction Preview Comprehension Strategy: Reread Respond to Reading PDN utilized daily.	W I S	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Formative- Think-Pair-Share Summative- Unit assessment Student Self - Assessment-
23	Students will- 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. L.6.6		T206 Lesson Resources Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards. Vocabulary Routine CLASS PRESENTATION ROUTINE Talk About It Have students look at each photograph and discuss with a partner how the definition matches its photograph. Students should then write questions about three of the words they have selected. PDN will be utilized daily.	W I S	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook Connected	Formative- Think-Pair-Share Summative- Summative- Vocabulary test Student Self - Assessment-
24	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1		T208 "The Monster in the Mountain" Reading/Writing Workshop Connect to Concept: Dynamic Earth Close Reading Lesson Resources ESSENTIAL QUESTION Ask students to look for text evidence as they talk about how Earth's natural forces affect the environment around Mount Vesuvius. Then ask them to explain how Marta's work might help those who live near the volcano. PDN will be utilized daily.		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Formative- Questioning, Peer/Self assessments, Summative- Unit assessment Student Self - Assessment
25	Students will-		T210 Comprehension Strategy		McGraw-Hill Unit 1 Resources;	Formative- Think-Pair-Share Summative- Unit assessment

	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 Reread difficult sections of text to clarify understanding.		Lesson Resources Explain that narrative nonfiction tells a story about real people, settings, and events. Model Close Reading: Text Evidence Guided Practice of Close Reading Direct them to reread “Looking Ahead” on page 67 of “The Monster in the Mountain” and to discuss what might happen if the volcano erupted again. PDN will be utilized daily.		Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Student Self - Assessment-
26	Students will- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. RI.6.7 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.6.10 Recognize the characteristics of narrative nonfiction.		t214 Informational Text: Narrative Nonfiction Reading/Writing Workshop Lesson Resources Explain Model Close Reading: Text Evidence Model identifying and using the text features on pages 65 and 66 of “The Monster in the Mountain.” Guided Practice of Close Reading PDN will be utilized daily.		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Formative- Think-Pair-Share Summative- Unit assessment Student Self - Assessment
27	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.4 Interpret figures of speech (e.g., personification) in context. L.6.5.a		t216 Lesson Resources simile compares two unlike things by using the words like or as, by saying that one is the other. The words like or as are not used in a metaphor. Model Close Reading: Text Evidence Model identifying the simile in the last sentence of the first paragraph on page 65 Guided Practice of Close Reading Have students work in pairs to identify the metaphor or simile used in the first sentence on page 66. PDN will be utilized daily.		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected	Formative- Think-Pair-Share Summative- Unit assessment Student Self - Assessment-
28	. Students will- Vary sentence patterns for meaning, reader/ listener interest, and style. L.6.3.a Distinguish between independent and dependent clauses. Identify complex sentences. Punctuate complex sentences. Proofread sentences.		t226 Complex Sentences: Mechanics and Usage Select Daily Language Activity: Day 1. Mechanics and Usage: Punctuating Complex Sentences Introduce Clauses, independent, dependent subordinating conjunction Select Daily Language Activity: Day 2. Introduce Complex Sentences which, that) and relative adverbs Click on Daily Language Activity: Day 3. Mechanics and Usage: Punctuating Complex Sentences Select Daily Language Activity: Day 4. Build A Complex Sentence		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected English Text Worksheets	Formative- Think-Pair-Share Summative- Unit assessment English test Student Self - Assessment-

			Select Daily Language Activity: Day 5. English Text where applicable PDN will be utilized daily.			
29	Students will- L.6.2.b Spell correctly the weekly spelling words.		<p>t228</p> <p>Spelling: r-Controlled Vowels Assess Prior Knowledge Lesson Resources</p> <p>Assess Prior Knowledge</p> <p>Read the spelling words aloud, emphasizing the r-controlled vowel sound in each word.</p> <p>Open Sort</p> <p>Have students cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card.</p> <p>Lesson Resources</p> <p>Spiral Review</p> <p>Review frequently misspelled words. Then read each sentence below, repeat the review word, and have students write the word.</p> <p>Lesson Resources</p> <p>Word Meanings</p> <p>Have students copy the similes and metaphor below into their word study notebooks.</p> <p>Word Sorts</p> <p>Lesson Resources</p> <p>Proofread and Write</p> <p>Word Sorts</p> <p>Lesson Resources</p> <p>Use the Dictation Sentences for the posttest. Have students list misspelled words in their word study notebooks. Look for students' use of these words in their writings.</p> <p>PDN will be utilized daily.</p>		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectedED worksheets	Formative- Think-Pair-Share Summative- Unit assessment Spelling test Student Self - Assessment-
30	Students will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias	1 2 3	<p>Evaluating Arguments</p> <p>View the lesson video on 6th Grade Summarize and read/discuss the notes.</p> <p>Model a few questions and answers.</p> <p>Students will practice on grade level material.</p> <p>PDN will be utilized daily.</p>	W I S	Projector Computers Overhead Studyisland.com PDN Notebooks	Formative- Thumbs up Choral Response Think-Pair-Share Summative- Student Self - Assessment-
31	Students will- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1b Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grade 6	1 2 3	<p>t226</p> <p>Build Background, Using Money</p> <p>READING/WRITING WORKSHOP</p> <p>What factors influence how people use money?</p> <p>Have students read the Essential Question on page 74 of the Reading/ Writing Workshop.</p>	W I s	McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectedED	Formative- Thumbs up Choral Response Think-Pair-Share Summative- Vocabulary test Student Self - Assessment-

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1d</p> <p>Build background knowledge on using money.</p>		<p>Discuss the photograph of the man shopping. Focus on what factors the man probably considers when spending money.</p> <p>Considering factors such as price, quality, and usefulness can make this man's money go as far as possible.</p> <p>When the cost of an item suddenly goes down, it may be tempting to purchase the item. However, because this man keeps track of how prices fluctuate, he may suspect that the price will go even lower.</p> <p>Discuss "Money Matters"</p> <p>Build Background Video</p> <p>Ask: Why should factors besides price be considered when spending money? How can keeping track of how prices fluctuate help shoppers? Have students discuss in pairs or groups.</p>			
32	<p>Students will- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1</p> <ul style="list-style-type: none"> ☐ Listen for a purpose. ☐ Identify characteristics of lyric poetry. ☐ Identify characteristics of an ode. 	<p>1</p> <p>2</p> <p>3</p>	<p>t268</p> <p>Interactive Read Aloud, "Making Money for America"</p> <p>CONNECT TO CONCEPT: USING MONEY</p> <p>Tell students that everyone uses money in some form, and today they will hear some history about money in the United States. Let students know that you will be reading aloud an informational article that explains where U.S. coins are made.</p> <p>Explain that the text you will read aloud is expository text from an informational article. Discuss features of expository text:</p> <ul style="list-style-type: none"> ➤ informs readers about a topic using factual details ➤ often includes photographs to illustrate the text ➤ may use graphs to show relationships among data ➤ may include sidebars to present information from differing perspectives <p>PREVIEW COMPREHENSION STRATEGY: REREAD</p> <p>RESPOND TO READING</p>	<p>W</p> <p>I</p> <p>S</p>	<p>McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected</p>	<p>Formative- Think-Pair-Share</p> <p>Summative- Unit assessment</p> <p>Student Self - Assessment</p>
33	<p>Students will- 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. L.6.6</p>	<p>1</p> <p>2</p> <p>3</p>	<p>t270</p> <p>Words in Context</p> <p>READING/WRITING WORKSHOP</p> <p>Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards.</p> <p>Vocabulary Routine</p>		<p>McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. Connected</p>	<p>Formative- Think-Pair-Share</p> <p>Summative- Summative- Vocabulary test</p> <p>Student Self - Assessment-</p>
34			CLASS PRESENTATION ROUTINE			Summative- Unit assessment

			<p>Visual Glossary Select the vocabulary word. Discuss the visual with students. View the words with animation by clicking on the play icon. Click on the sound icon to listen to the context sentence. Click on the routine tab. Read together with students the definition and example sentence. Read the question. Ask partners to discuss the word. Ask partners to share with the class what they discussed</p>			Student Self - Assessment
35	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1	1 2 3	<p>t272 “Making Money” READING/WRITING WORKSHOP CONNECT TO CONCEPT: USING MONEY CLOSE READING Use the following lessons for focused re-readings. Reread, pp. T274–T275 Author’s Point of View, pp. T276–T277 Expository Text, pp. T278–T279 Root Words, pp. T280–T281</p>		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED	Formative- Questioning, Peer/Self assessments, Summative- Unit assessment Student Self - Assessment
36	<p>Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 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. RI.6.7 Recognize characteristics and text features of expository text.</p>	1 2 3	<p>t278 Informational Article: Expository Text READING/WRITING WORKSHOP Share with students the following key characteristics of expository text.</p> <ul style="list-style-type: none"> ➤ Expository text gives information about a topic and may offer the writer’s views supported by evidence. ➤ Expository text may include text features, such as headings and photographs. It may also include graphs, which are types of diagrams that help readers picture and understand numerical data. ➤ Expository text may also include sidebars, which provide information related to the main text and which may offer a different perspective about the topic. <p>Model identifying and using the text features on pages 80–81 of the informational article “Making Money: A Story of Change.”</p>		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED	Formative- Think-Pair-Share Summative- Unit assessment Student Self - Assessment
37	Students will-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1f	1 2 3	<p>Grammar Run-on Sentences and Comma Splices: Introduce Run-on Sentences CLASS PRESENTATION ROUTINE Grammar</p>		McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectED	Formative- Thumbs up Summative- Answers in PDN Student Self - Assessment-

	<p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.1e</p>	<p>Select Daily Language Activity: Day 1. Display the sentences on the whiteboard. Have students write the corrected sentence in their notebooks. Invite volunteers to use editing marks to make the corrections to the sentences on the whiteboard. Then display the answers on the whiteboard. Ask students to check their work.</p> <p>INTRODUCE RUN-ON SENTENCES A run-on sentence results when two main or independent clauses are joined without correct punctuation or a correct coordinating conjunction.</p> <ul style="list-style-type: none"> ➤ A run-on sentence can contain two main clauses separated only by a comma or no punctuation ➤ Two main clauses with no comma before the coordinating conjunction. The dog was panting and it was in distress. <p>Have partners discuss run-on sentences using page 453 of the Grammar Handbook.</p> <p>CLASS PRESENTATION ROUTINE Grammar: Run-on Sentences and Comma Splices Select Run-on Sentences. Display the information on the whiteboard to introduce run-on sentences.</p> <p>CLASS PRESENTATION ROUTINE Grammar: Run-on Sentences and Comma Splices Select the Grammar Activity. Read the directions and model how to answer the first prompt. At their desks have students identify how to answer the rest of the prompts in Round 1. Then call volunteers to complete the first round. Have students compare their answers to the volunteers' responses. Continue with the additional rounds or assign them as independent practice. Remind students that when they read expository text, they may come across complex passages that are difficult to understand. Remind students that they can pause to reread parts of the text to clarify their understanding.</p> <ul style="list-style-type: none"> ➤ Active readers recognize that if text doesn't make sense, they may have missed something important, such as the meaning of a word, a key piece of information, or a point the author makes. 	<p>Grammar Handbook Grammar Mini lessons</p>	
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			<ul style="list-style-type: none"> ➤ When text is confusing, students can stop to reread a passage or go back to an earlier section of text to review key ideas and terms. ➤ Explain that rereading complex text at a slower rate often helps to clarify a passage that is conceptually dense. ➤ Students will encounter unfamiliar words in difficult selections. Verifying word definitions as they reread can help students clarify complex text. <p>MODEL CLOSE READING: TEXT EVIDENCE Model how rereading helps you understand why people developed currency made from metal. Reread the section “Metal Money” on page 80 of “Making Money: A Story of Change.”</p> <p>CLASS PRESENTATION ROUTINE Comprehension Strategy Reread Select Present the Lesson. Use the section “Metal Money” on page 80 to model how rereading can help clarify detailed information in a text. After modeling, go to the Your Turn section of the mini-lesson. Ask partners to reread the section “Money Now” on page 81 to clarify why today’s money is more versatile than in the past. Have them record their responses at their desks. Then call a volunteer to the whiteboard to demonstrate how rereading helps readers understand complex ideas. Have students compare what they wrote to the volunteer’s response. You may also choose to assign the Your Turn for independent practice or for a partnered computer center activity. Your Turn: Possible Answers The key idea about money today is that it is issued by governments. In the United States, your one-dollar bill is worth the same as anyone else’s the value of a nation’s currency in relation to another’s can fluctuate every day Though a unit of currency is worth about the same for everyone in a nation, the value of each nation’s currency may change in relation to other nations’ currencies.</p> <p>GUIDED PRACTICE OF CLOSE READING</p>			
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			<p>Have partners work together to reread the section “Money Now” on page 81, paying attention to information about why today’s money is more versatile than money in the past. Have partners discuss other sections of “Making Money” that they might want to reread.</p> <p>Explain that a compound word is made up of two smaller words. Knowing what the smaller words mean can help students understand the meaning of the compound word.</p> <p>Tell students that there are three different types of compound words: closed compounds, such as footprint, open compounds, such as air bag, and hyphenated compounds, such as stir-fry. Explain that there are rules that determine whether a compound word is hyphenated:</p> <p>Compound nouns are usually hyphenated when they end with the word in or on, as in the words tie-in and slip-on.</p> <p>Compound nouns that end with the words off, out, or up can be either hyphenated or closed. For example, cop-out is hyphenated, but breakout is not. Similarly, show-off and brush-off are hyphenated, but liftoff and turnoff are not. Runner-up is hyphenated, but checkup is not.</p> <p>Many compound words are hyphenated when they end with a prepositional phrase, such as brother-in-law and right-of-way.</p> <p>Explain that it is important to check a current dictionary to be sure of the spelling of a compound word.</p> <p>READ MULTISYLLABIC WORDS</p> <p>Transition to Longer Words Draw a T-chart on the board. In the first column, write handout, breakdown, feedback, dropout, and makeup. In the second column, write self-respect, stir-fry, over-the-counter, merry-go-round, and all-star. Have students chorally read the words in the first column. Talk about why they are closed. Then have students chorally read the words in the second column. Discuss why they are hyphenated.</p> <p>Explain/Model Tell students that when they read a text aloud, they should pay close attention to the rate, or speed, that they read. If they read too quickly, listeners will have a difficult time understanding the text. If they read too slowly, readers may lose interest in the text or have a difficult time following along. However, reading aloud a text at a consistent rate helps listeners clearly understand the meaning of the text.</p>			
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			<p>Turn to “Making Money: A Story of Change,” Reading/Writing Workshop pages 78–81. Model using a consistently smooth and moderate rate as you read aloud the first two paragraphs.</p> <p>CLASS PRESENTATION ROUTINE</p> <p>Rate</p> <ul style="list-style-type: none"> ➤ Select the Reading/Writing Workshop eBook for “Making Money: A Story of Change.” ➤ Discuss with students how reading aloud at a consistent rate helps listeners clearly <p>Understand the meaning of the text.</p> <ul style="list-style-type: none"> ➤ Model reading aloud at a fast rate the first paragraph. ➤ Discuss with students whether they were able to clearly understand the meaning of the text when you read it at a very fast rate. Help students discuss other problems that occur when you read a text aloud at a rate that is too fast. ➤ Next, model reading aloud at slow rate the first paragraph. ➤ Discuss with students the effect of reading aloud a text at a rate that is too slow. ➤ Have students work with partners to read aloud the first paragraph. Encourage them to concentrate on reading at a consistent rate that is not too fast or too slow. ➤ Next, invite students to read for one minute the same paragraph or another paragraph. The partner that is not reading should keep track of time and note where in the text the reader stops. At the one-minute mark, partners should count how many words were read and then switch roles. ➤ Then click the audio icon to play the audio for the first two paragraphs of “Making Money: A Story of Change.” ➤ Discuss with students how the reader read at a consistent rate. <p>Practice/Apply Ask students to work with a partner to read aloud the passage. Have students keep track of their partners’ reading rates. One partner should read for one minute as the other follows along. At the one-minute mark, have the partner that is following along note where in the passage the reader stopped. Then have pairs count the number of words read in one minute. Partners should then switch roles. Offer feedback on how students can improve their reading</p>			
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			<p>rate, so that it is within the range of 117–137 words per minute.</p> <p>Daily Fluency Practice</p> <p>Students can practice fluency using Your Turn Practice Book passages.</p>			
38	Students will- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.L.6.2b	<p>1</p> <p>2</p> <p>3</p>	<p>Read the spelling words aloud, emphasizing the smaller words within each compound word. Say that compound words are made up of two or more words, and can be closed, open, or hyphenated.</p> <p>Read self-respect aloud. Point out that while a compound word may have more than two syllables, it is usually broken into syllables between the words that make it up.</p> <p>Demonstrate sorting the spelling words by pattern under key words wading pool, heartbeat, and brother-in-law. Point out the spelling pattern. For example, fingernail and heartbeat have the same closed compound word pattern.</p> <p>Then use the Dictation Sentences from Day 5. Say the underlined word, read the sentence, and repeat the word. Have students write the words and then check their papers.</p> <p>CLASS PRESENTATION ROUTINE</p> <p>Spelling: Compound Words</p> <p>Word Sort</p> <p>Select the Word Sort.</p> <p>Display the spelling words. Use the highlighter tool to highlight the smaller words within each compound word.</p> <p>Then sort the spelling words by pattern using the following key words: wading pool, heartbeat, and brother-in-law.</p> <p>WORD SORTS</p> <p>Open Sort</p> <p>Have students cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with a partner. Then have partners do an open sort. Have them discuss why they sorted the words the way they did.</p> <p>CLASS PRESENTATION ROUTINE</p> <p>Spelling: Compounds Words</p> <p>Open Sort</p> <p>Select the Open Sort.</p> <p>Have partners do an open sort and record their sort in their word study notebook.</p> <p>Call students to the whiteboard to demonstrate how they sorted the words.</p>		<p>McGraw-Hill Unit 1 Resources;</p> <p>Anthology and Reading Writing Workshop text. Reading Practice Workbook.</p> <p>ConnectED</p>	<p>Formative- Think-Pair-Share</p> <p>Summative- Unit assessment</p> <p>Student Self - Assessment-</p>

			<p>As a class discuss the sort displayed on the whiteboard and other sorts that students did.</p> <p>SPIRAL REVIEW</p> <p>Review the spelling for r-controlled vowels</p> <p>Challenge Words Review</p> <p>Have students write the words in their word study notebooks.</p> <p>CLASS PRESENTATION ROUTINE</p> <p>Spelling: Compound Words</p> <p>Pattern Sort</p> <p>Select the Word Sort.</p> <p>Complete the pattern sort of the spelling words using the key words, pointing out the same and different compound word patterns and spellings.</p> <p>Have partners do a pattern sort and record their sort in their word study notebook.</p> <p>Call students to the whiteboard to demonstrate how they sorted the words.</p> <p>As a class discuss the sort displayed on the whiteboard and other sorts that students did.</p> <p>Explain that a compound word is made up of two smaller words. Knowing what the smaller words mean can help students understand the meaning of the compound word.</p> <p>Tell students that there are three different types of compound words: closed compounds, such as footprint, open compounds, such as air bag, and hyphenated compounds, such as stir-fry. Explain that there are rules that determine whether a compound word is hyphenated:</p> <p>Compound nouns are usually hyphenated when they end with the word in or on, as in the words tie-in and slip-on.</p> <p>Compound nouns that end with the words off, out, or up can be either hyphenated or closed. For example, cop-out is hyphenated, but breakout is not. Similarly, show-off and brush-off are hyphenated, but liftoff and turnoff are not. Runner-up is hyphenated, but checkup is not.</p> <p>Many compound words are hyphenated when they end with a prepositional phrase, such as brother-in-law and right-of-way.</p> <p>Explain that it is important to check a current dictionary to be sure of the spelling of a compound word.</p> <p>MODEL</p> <p>Write carry-on on the board. Model how to decode the word and determine its meaning, based on the meaning of the two smaller words.</p>			
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			<p>CLASS PRESENTATION ROUTINE</p> <p>Word Study</p> <p>Compound Words</p> <p>Select the Word Study activity.</p> <p>Read the directions and model how to answer the first prompt.</p> <p>At their desks have students identify how to answer the rest of the prompts in Round 1.</p> <p>Then call volunteers to complete the first round.</p> <p>Have students compare their answers to the volunteers' responses.</p> <p>Continue with the additional rounds or assign them as independent practice.</p> <p>GUIDED PRACTICE</p> <p>Have students chorally read the compound words listed above. Help them sort the words by closed compounds and hyphenated compounds. Then help students use the meanings of the smaller words to determine the meaning of each compound word.</p> <p>READ MULTISYLLABIC WORDS</p> <p>Transition to Longer Words Draw a T-chart on the board. In the first column, write handout, breakdown, feedback, dropout, and makeup. In the second column, write self-respect, stir-fry, over-the-counter, merry-go-round, and all-star. Have students chorally read the words in the first column. Talk about why they are closed. Then have students chorally read the words in the second column. Discuss why they are hyphenated.</p> <p>RATE</p> <p>Explain/Model Tell students that when they read a text aloud, they should pay close attention to the rate, or speed, that they read. If they read too quickly, listeners will have a difficult time understanding the text. If they read too slowly, readers may lose interest in the text or have a difficult time following along. However, reading aloud a text at a consistent rate helps listeners clearly understand the meaning of the text.</p> <p>Turn to "Making Money: A Story of Change," Reading/Writing Workshop pages 78–81. Model using a consistently smooth and moderate rate as you read aloud the first two paragraphs.</p> <p>CLASS PRESENTATION ROUTINE</p> <p>Rate</p> <p>Select the Reading/Writing Workshop eBook for "Making Money: A Story of Change."</p> <p>Discuss with students how reading aloud at a consistent rate helps listeners clearly understand the meaning of the text.</p> <p>Model reading aloud at a fast rate the first paragraph.</p>		
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			<p>Discuss with students whether they were able to clearly understand the meaning of the text when you read it at a very fast rate. Help students discuss other problems that occur when you read a text aloud at a rate that is too fast.</p> <p>Next, model reading aloud at slow rate the first paragraph.</p> <p>Discuss with students the effect of reading aloud a text at a rate that is too slow.</p> <p>Have students work with partners to read aloud the first paragraph. Encourage them to concentrate on reading at a consistent rate that is not too fast or too slow.</p> <p>Next, invite students to read for one minute the same paragraph or another paragraph. The partner that is not reading should keep track of time and note where in the text the reader stops. At the one-minute mark, partners should count how many words were read and then switch roles.</p> <p>Then click the audio icon to play the audio for the first two paragraphs of "Making Money: A Story of Change."</p> <p>Discuss with students how the reader read at a consistent rate.</p> <p>Practice/Apply Ask students to work with a partner to read aloud the passage. Have students keep track of their partners' reading rates. One partner should read for one minute as the other follows along. At the one-minute mark, have the partner that is following along note where in the passage the reader stopped. Then have pairs count the number of words read in one minute. Partners should then switch roles. Offer feedback on how students can improve their reading rate, so that it is within the range of 117–137 words per minute.</p> <p>Daily Fluency Practice</p> <p>Students can practice fluency using Your Turn Practice Book passages.</p>			
39	Students will- 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. L.6.6	1 2 3	<p>Text Structure- Problem and Solution</p> <p>View the lesson video on 6th Grade Summarize and read/discuss the notes.</p> <p>Model a few questions and answers.</p> <p>Students will practice on grade level material.</p> <p>PDNs will be utilized daily.</p> <p>Students will read and discuss.</p>	W I S	Projector Computers Overhead Studyisland.com PDN Notebooks	Formative- Thumbs up Summative- Answers in PDN Student Self - Assessment-

40	Students will-discuss the things they might learn by reading about past civilizations	1 2	Read aloud “The Past.” Ask students questions to explore the theme. What words are used to describe the past? How does the poet represent the present? Why does the poem end with a question? Metaphors Review that a metaphor is a comparison that does not use like or as. Have students identify the metaphors and discuss why the poet included them. (dark retrospect; teeming gulf; sleepers; shadows; These comparisons make the past seem mysterious and important.) Free Verse Review that a free verse poem does not have a regular meter or rhyme. Discuss why the poet decided to write “The Past” in free verse. (to make the poem seem like a conversation)	W S	Projector Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook. ConnectedED Presentation	Formative- Thumbs up Summative- Unit assessment Student Self - Assessment-
41	Students will- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6.7 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1 Build background knowledge on contributions made by early civilizations.	1 2 3	t10 Build Background, Contributions Reading/Writing Workshop Have students read the Essential Question on page 90 of the Reading/ Writing Workshop . Tell them a <i>contribution</i> is knowledge, effort, or money that helps to achieve an end result. Discuss the photograph of the ancient Egyptian columns with students. Focus on what these artifacts reveal about the builders’ skills. Create graphic organizer in note books	W I	Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook.	Formative- Thumbs Up/Down Vote Mouth-It, Air Write It, Show me Using fingers Summative- Unit assessment Student Self - Assessment-
42	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 Listen for a purpose. Identify characteristics of expository text.	1 2	t12 Interactive Read Aloud, “The Builders of Ancient Egypt” Explain that the text you will read aloud is expository text. Discuss the features of expository text:	W	Projector Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook	Formative- Thumbs Up/Down Vote— Random Reporter— Summative- Unit assessment Student Self - Assessment-
43	Students will- 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. L.6.6	1 2	t14 Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards. Vocabulary Routine CLASS PRESENTATION ROUTINE Visual Glossary Select the vocabulary word. Discuss the visual with students. Read together with students the definition and example sentence. Read the question. Ask partners to discuss the word.	W S	Projector Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook	Formative- Choral Response— Summative- Unit assessment & Weekly skill test Student Self - Assessment-

			Ask partners to share with the class what they discussed.			
44	<p>Students will- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., childhood). L.3.1c Distinguish common and proper nouns. Identify concrete and abstract nouns. Use capital letters, abbreviations, and colons correctly in business letters. Proofread sentences.</p>	<p>1 2 3</p>	<p>t34 Select Daily Language Activity: Day 1. A noun names a person, place, thing, or idea. The girl went into the house. A common noun names any person, place, thing, or idea, and it is not capitalized. The teacher traveled last week. A proper noun names a specific person, place, thing, or idea. It is capitalized. Days of the week, months, and holidays are examples of proper nouns. Julia ran a race last Monday. Continue with the additional rounds or assign them as independent practice. Select Daily Language Activity: Day 2. Select Concrete and Abstract Nouns. Display the information on the whiteboard to introduce concrete and abstract nouns. A concrete noun names something you can see, feel, hear, smell, or taste. The pizza is delicious. An abstract noun names an idea, or something that cannot be seen, felt, heard, smelled, or tasted. Her dream was amazing. The week went by quickly. Select Daily Language Activity: Day 3. In the opening of a business letter, capitalize the salutation, the person's name, and his or her abbreviated title, as in Dear Dr. Jones. Use a colon after the salutation of a business letter. Use a comma after the closing. As students write, refer them to Grammar Handbook pages 475 and 477. Select Daily Language Activity: Day 4. Have students correct errors in these items. Have students check their work using Grammar Handbook pages 454, 475, and 477. Select Daily Language Activity: Day 5. Use the Daily Language Activity and Grammar Practice Reproducible page 30 for assessment.</p>	<p>W I S</p>	<p>Projector Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Reading Practice Workbook pages 26 to 30</p>	<p>Formative- Thumbs Up/Down Vote Summative- Unit assessment Student Self - Assessment-</p>
45	<p>Students will- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly</p>	<p>1 2</p>	<p>t36 Read the spelling words aloud, drawing out the ending sounds. Point out the spelling patterns in solos and echoes. To form the plural of nouns ending in a consonant followed by o, add - s or -es. Point out scarves. Explain that words that end in -f or -fe, change to -v plus -es</p>	<p>W I S</p>	<p>Projector Overhead McGraw-Hill Unit 1 Resources; Anthology and Reading Writing Workshop text. Spelling Practice Workbook pages 36 to 40</p>	<p>Formative- Thumbs up Summative- Answers in PDN Student Self - Assessment-</p>

			<p>when they are plural. Then point out the - ffs in staffs. If a word ends with two f's, it does not change when an s is added. Finally, point to bacteria. Some nouns have a special plural form that does not end in s.</p> <p>Review compound words, including ones with hyphens. Then read each sentence below, repeat the review word, and have students write the word. Have students trade papers and check the spellings.</p> <p>Challenge Words Review this week's spelling pattern on forming plurals for words that end in -f. Then read each sentence below, repeat the challenge word, and have students write the word.</p> <p>Have students write the words in their word study notebooks.</p> <p>Spelling: Irregular Plurals</p> <p>Select Word Meanings.</p> <p>Display the words photos and tornadoes and read them aloud.</p> <p>Have students look up the word history for each word and write their responses in their word study notebook.</p> <p>Invite students to then write the word histories on the whiteboard.</p> <p>Have students compare what they wrote to the volunteer's response.</p> <p>Assess</p>			
46						
47						
48						