

Module Title: Collection 1 – Facing Fear

Subject: Reading / Language Arts	Grade: 6	Timeline: September/October
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Module Overview: Collection 1 – Facing Fear
Module Objectives: The students will be able to... <ul style="list-style-type: none"> • Make inferences based on information provided in the text • Describe character and setting of a given text • Identify the stages of plot development and outline the plot of a text • Analyze the point of view of a given text • Cite textual evidence for a text • Determine the central idea and supporting details of text • Analyze text features and text structure as they aid in comprehension • Understand visual and sound elements of text
Thematic Focus: Explore how people experience fear and how fear affects the brain and the body.
Essential Questions: Academic Vocabulary
Evident – easily seen or understood; obvious Factor – someone or something that has an affect on an event, a process, or a situation Indicate – to point out; also to serve as a sign or symbol of something Similar – alike in appearance or nature, though not identical; having features that are the same Specific – concerned with a particular thing; also, precise or exact

Instructional Focus of Module:

<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	<i>Grammar Eligible Content</i>
<p>CC.1.2.6.A</p> <p>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>	<p>CC.1.4.6.C</p> <p>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.</p>	<ul style="list-style-type: none"> • Sentence Types • Nouns • Pronouns • Interjections and conjunctions
<p>CC.1.2.6.B</p> <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.1.4.6.D</p> <p>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;</p>	
<p>CC.1.2.6.D</p>		

<p>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.1.2.6.E</p> <p>Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.F</p> <p>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>provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.6.E</p> <p>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.1.4.6.F</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p><i>1.3 Reading Literature</i></p>	<p><i>1.5 Speaking and Listening</i></p>
<p>CC.1.3.6.A</p> <p>Determine 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.</p> <p>CC.1.3.6.B</p> <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</p> <p>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</p> <p>Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.6.G</p>	<p>CC.1.5.6.A</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.C</p> <p>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> <p>CC.1.5.6.E</p> <p>Adapt speech to a variety of contexts and tasks.</p> <p>C.1.5.6.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</p>

<p>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</p> <p>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>		
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Text Set:

<p>Anchor Text: “The Ravine”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Character Intro • Character Trait Activity • Setting Analysis • Comprehension Activity 	<p>Reading Assessments:</p> <ul style="list-style-type: none"> • Story Assessments • Performance Assessment Tasks • Common Assessment 	
<p>Text: “The Jumping Tree” (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting • Inference / Evidence Activity 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> • Story Do Now Activities • Narrative Writing Piece 	
<p>Text: “Fine?”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Inference Activity • Point of View Introduction • Point of View Activity • Comprehension Activity • Plot Introduction 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> • Teacher Created Assessment • Rubrics 	
<p>Text: “Life Doesn’t Frighten Me”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Poetry Introduction • Comprehension Activity • Tone Introduction • Theme Introduction 		
<p>Anchor Text: “Fears and Phobias”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary 		

<ul style="list-style-type: none">• Introduce Author's Purpose• Author's Purpose Activity• Comprehension Activity	
<p>Text: "Face Your Fears: Choking Under Pressure is Every Athlete's Worst Nightmare" (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none">• Annotating and Highlighting• Introduce Central Idea and Supporting Details	
<p>Text: "In the Spotlight!" from Stuff that Scares Your Pants Off</p> <p>Activities:</p> <ul style="list-style-type: none">• Vocabulary• Main Idea Activity• Comprehension Activity	
<p>Text: "Face Your Fears and Scare the Phobia Out of Your Brain" (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none">• Annotating and Highlighting• Citing Text Evidence	
<p>Text: "Wired for Fear"</p> <p>Activities:</p> <ul style="list-style-type: none">• Comprehension Activity• Text / Media Study	

Module Title: Collection 2 – Animal Intelligence

Subject: Reading / Language Arts	Grade: 6	Timeline: October / November
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Module Overview: Collection 2 - Animal Intelligence
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Module Objectives: The students will be able to... <ul style="list-style-type: none"> • Describe how characters respond and change and analyze point of view in a short story. • Trace and evaluate an argument and identify persuasive techniques in a speech. • Understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas. • Summarize central ideas and important details and determine author’s purpose. • Analyze how anecdotes and text features contribute to the structure of a text.

Thematic Focus: Explore various perspectives on the intelligence of animals.

Essential Questions: What lessons can we learn from the unique attributes of animals? How can we apply the skills/traits of animals to our everyday lives?
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Academic Vocabulary Benefit – something that provides help or improves something else Distinct – easy to tell apart from others; not alike Environment – surroundings; the conditions that surround someone or something Illustrate – to show, or clarify, by examples or comparing Respond – to make a reply; answer
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Instructional Focus of Module:

<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	<i>Grammar Eligible Content</i>
<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> <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> <p>CC.1.2.6.E - Analyze the author’s structure through the use of paragraphs, chapters, or sections.</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> <p>CC.1.4.6.V - Conduct short research projects to answer a</p>	<ul style="list-style-type: none"> • Pronouns • Interjections and conjunctions • Verbs

<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.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.1.2.6.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> <p>CC.1.2.6.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p><i>1.3 Reading Literature</i></p>	<p><i>1.5 Speaking and Listening</i></p>
<p>CC.1.3.6.A - Determine 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.</p>	<p>CC.1.5.6.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</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.D - Determine an author’s purpose in a text and explain how it is conveyed in a text.</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.1.3.6.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>	<p>CC.1.5.6.B - Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.</p> <p>CC.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.</p> <p>CC.1.5.6.F - Include multimedia components and visual displays in presentations to clarify information.</p>	
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Text Set:

<p>Anchor Text: “The Mixer”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Character Analysis • Sequence Chart • Comprehension Activity • Irony Lesson 	<p>Reading Assessments:</p> <ul style="list-style-type: none"> • Story Assessments • Performance Assessment Tasks • Common Assessment
<p>Text: “The Pod” (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting • Story Elements Activities 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> • Story Do Now Activities • Argumentative Writing
<p>Text: “Tribute to the Dog”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Argumentative Writing Study • Loaded Words Study 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> • Teacher Created Skill Assessment • Rubrics
<p>Text: “Animal Wisdom” and “The Last Wolf”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Cause and Effect Transition Words 	

- Comparison of Poems
- Theme Introduction
- Comprehension Activity
- Imagery Lesson

Anchor Text: "How Smart Are Animals?"

Activities:

- Vocabulary
- Author's Purpose Introduction
- Comprehension Activity
- Main Idea Introduction
- Drawing Conclusions Introduction
- Author's Purpose Activity

Text: "Can Animals Feel and think?" (Close Read)

Activities:

- Annotating and Highlighting
- Central Idea and Supporting Details Stations

Text: "Bats!" (Close Read)

Activities:

- Annotating and Highlighting
- Text Feature Introduction

Module Title:

Subject: Reading / Language Arts	Grade: 6	Timeline: December/ January/ February
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Module Overview:
Collection 3 – Dealing with Disaster
Module Objectives:
The students will be able to... <ul style="list-style-type: none"> Identify and analyze cause-and-effect organization and determine meanings of technical language in an informational text. Analyze and compare poetic form and learn how poets use form, alliterations, and tone to express feelings and ideas. Identify and analyze how dialect and imagery, including figurative language, bring a story to life. Analyze elements of narrative nonfiction, including how authors establish style and tone in their writing. Understand the features and analyze the purpose of a documentary, as well as integrate its information with other sources.
Thematic Focus:
Discover how people react in the face of disaster.
Essential Questions: <ul style="list-style-type: none"> How can you prepare for a natural disaster? What happens as the Titanic hits an iceberg?
Academic Vocabulary
Circumstance – a condition or fact that affects an event Constraint – something or someone that limits or restricts another’s actions Impact – something striking against another; also, the effect or impression of one thing on another Injure – to hurt or cause damage Significant – meaningful; important

Instructional Focus of Module:

<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	<i>Grammar Eligible Content</i>
<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> <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>	<p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p> <p>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.</p> <p>CC.1.4.6.F Demonstrate a grade-appropriate</p>	<ul style="list-style-type: none"> Verbs Subject/Verb Agreement

<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.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.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</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>	<p>command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>CC.1.4.6.V Conduct short projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p><i>1.3 Reading Literature</i></p>	<p><i>1.5 Speaking and Listening</i></p>
<p>CC.1.3.6.A Determine 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.</p> <p>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.</p> <p>CC.1.3.6.C Describe how a particular story or drama’s plot unfolds in a series of</p>	<p>CC.1.5.6.A Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</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> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main</p>

<p>episodes, as well as how the characters respond or change as the plot moves toward a resolution.</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 forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>	<p>ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p>	
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Text Set:

<p>Anchor Text: “Mammoth Shakes and Monster Waves: Destruction in 12 Countries”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension Activity • Text Feature Analysis • Text Feature Activity 	<p>Reading Assessments:</p> <ul style="list-style-type: none"> • Story Assessments • Performance Assessment Tasks • Common Assessment 	
<p>Text: “Moby-Duck” (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting • Introduce cause and Effect 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> • Story Do Now Activities • Research / Biographical Narrative 	
<p>Text: “After the Hurricane” and “Watcher, After Katrina, 2005”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Poetry Review • Comprehension Activity • Comparing and Contrasting of Poetry • Mood Introduction • Point of View Analysis 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> • Teacher Created Skill Assessment • Rubrics 	
<p>Text: “The Banana Tree”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Introduce Dialect • Plot Development Review 		

<ul style="list-style-type: none"> • Comprehension Activity 	
<p>Text: "There Will Come Soft Rains" (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Figurative Language Review • Highlighting and Annotating • Text Comparison 	
<p>Anchor Text: "A Night to Remember"</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Tone Review • Central Idea Activity • Compression Activity 	
<p>Text: "On the Titanic, Defined by What They Wore" and "The Discovery of the Titanic" (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting 	
<p>Text: from: "Titanic at 100: Mystery Solved"</p> <p>Activities:</p> <ul style="list-style-type: none"> • Media Study • Socratic Questions • Documentary Sections 	

Module Title: Collection 4 – Making Your Voice Heard

Subject: Reading / Language Arts	Grade: 6	Timeline: March / April
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Module Overview: Collection 4 – Making Your Voice Heard
Module Objectives: The students will be able to... <ul style="list-style-type: none"> • Determine the theme of given text • Identify internal and external conflicts • Describe characterization • Identify figurative language • Analyze the tone of text • Analyze the author’s style • Analyze persuasive techniques • Trace and evaluate an argument • Compare and contrast arguments
Thematic Focus: Explore the many ways people express their ideas – and themselves.
Essential Questions: Should people be allowed to own exotic animals? What are the pros and cons of owning exotic animals?
Academic Vocabulary Appropriate – suitable for a particular situation, person, place, or condition Authority – an accepted source, such as a person or text, of expert information or advice Consequence – something that logically or naturally follows from an action or condition Justify – to demonstrate or prove to be just, right, reasonable, or valid Legal – permitted by law; of related to, or concerned with law

Instructional Focus of Module:

<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	<i>Grammar Eligible Content</i>
<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> <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>	<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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> • Adjectives • Adverbs • Prepositions

<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> <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.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.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</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>	<p>CC.1.4.6.G Write arguments to support claims.</p> <p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</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> <p>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.</p>	
<i>1.3 Reading Literature</i>	<i>1.5 Speaking and Listening</i>	
<p>CC.1.3.6.A Determine 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.</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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.B Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.</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> <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> <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.1.3.6.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.1.5.6.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.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</p>	
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Text Set:

<p>Anchor Text: "Wild Animals Aren't Pets" and "Let People Own Exotic Animals"</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Review Argumentative Writing • Argumentative Break Down • Compare and Contrast Arguments • Comprehension Activity 	<p>Reading Assessments:</p> <ul style="list-style-type: none"> • Story Assessments • Performance Assessment Tasks • Common Assessment 	
<p>Text: "My Wonder Horse"</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Theme and Central Idea Activity • Story Elements Review • Comprehension Activity 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> • Story Do Now Activities • Argumentative Writing Sample 	
<p>Text: "Views on Zoos" (Close Read)</p> <p>Activities:</p>	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> • Teacher Created Skill Assessment • Rubrics 	

- Annotating and Highlighting
- Evaluating Arguments Activity

Text: "Eleven"

Activities:

- Vocabulary
- Character Analysis
- Plot Analysis
- Comprehension Activities

Text: "What Do Fish Have to Do with Anything?" (Close Read)

Activities:

- Annotating and Highlighting
- Character Analysis

Text: "A Voice" and "Words Like Freedom"

Activities:

- Poetry Review
- Comparing and Contrasting Text Activities
- Comprehension Activity

Module Title: Collection 5 – Decisions That Matter

Subject: Reading / Language Arts	Grade: 6	Timeline: May
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Module Overview:
Collection 5 – Decisions that Matter
Module Objectives:
The students will be able to... <ul style="list-style-type: none"> • Determine the theme of poetry • Describe flashback • Determine and analyze mood • Analyze poetic structure • Analyze narrative poetry • Analyze elements of a news report • Identify elements of a memoir • Identify elements of a biography • Compare and contrast genres • Analyze primary and secondary sources • Integrate information in different media
Thematic Focus:
Explore how and why people make certain choices in their lives.
Essential Questions:
How do people’s decisions shape their lives? What motivates individuals to make specific choices in their lives?
Academic Vocabulary
Achieve – to perform or carry out with success; accomplish Individual – a single human being apart from a society or community Instance - an example that is cited to prove or disprove a claim or illustrate a point Outcome – a natural result or consequence Principle – a rule or standard, especially of good behavior

Instructional Focus of Module:

<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	<i>1.5 Speaking and Listening</i>
<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> <p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences</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.B Identify and introduce the topic for the intended audience.</p> <p>CC.1.4.6.C</p>	<p>CC.1.5.6.A Engage effectively in a range of, collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and</p>

<p>and/or generalizations drawn from the text.</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.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the 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.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.1.2.6.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> <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>	<p>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.</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.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.1.4.6.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.</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> <p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. •vary patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice.</p> <p>CC.1.4.6.W Gather relevant information from multiple print and digital sources;</p>	<p>explain how it contributes to a topic, text, or issue under study.</p> <p>CC.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.</p> <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p>
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	<p>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.</p> <p>CC.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.</p>	
<i>1.3 Reading Literature</i>	<i>1.5 Speaking and Listening</i>	<i>Grammar Eligible Content</i>
<p>CC.1.3.6.A Determine 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.</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 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.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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Prepositions

Text Set:

<p>Anchor Text: from: “It Worked for Me: in Life and Leadership” and from: “Colin Powell:</p>	<p>Reading Assessments:</p>
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<p>Military Leader”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Memoir Introduction • Comprehension activity • Comparing Speeches Activity • Figurative Language Analysis 	<ul style="list-style-type: none"> • Story Assessments • Performance Assessment Tasks • Common Assessment
<p>Text: from: “Everyday is a New Day” and “Community Hero: Chief Wilma Mankiller” (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting • Summarizing Central Idea Activity • Comparing and Contrasting Biographies and Autobiographies 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> • Story Do Now Activities • Anecdotal Writing
<p>Text: “The First Day of School”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension Activity • Mood Analysis • Story Elements Graphic 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> • Teacher Created Skill Assessment • Rubrics
<p>Text: “The Road Not Taken”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Poetry Analysis • Comprehension Activity • Theme Review 	
<p>Text: “Paul Revere’s Ride”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Poetry Elements Review • Theme Analysis • Reading v/s Listening Activity 	
<p>Text: “The Light – Ah! The Light” (Close Read)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Annotating and Highlighting • Questioning the Author Activity • Text Structure Analysis 	
<p>Text: “On Doomed Flight, Passengers Vowed to Perish Fighting” and “Memorial is Unveiled for Heroes of Flight 93”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Media Analysis • Central Idea Analysis • Comparing and Contrasting Media to Text Activity 	

Ongoing Standards Addressed in This Unit:



Module Title:

Subject: Reading	Grade: 6	Timeline: 4-5 weeks
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Module Overview:
Hatchet – novel – realistic fiction
Module Objectives:
The student will be able to : <ul style="list-style-type: none"> Analyze and define the genre of realistic fiction Recognize and identify types of figurative language Label and sequence stages of plot development Decipher between types of conflict as used in plot development (man v/s nature, man v/s super natural, man v/s self, man v/s technology, man v/s man, man v/s society) Write a narrative Compose examples of the four types of sentences Utilize proper sentence structure while writing Incorporate dialogue into writing Construct an essay utilizing grade appropriate mechanics and spelling
Thematic Focus:
Overcoming obstacles to survive
Essential Questions:
How do effective problem solvers overcome obstacles?

Instructional Focus of Module:

<i>1.1 Foundational Skills</i>	<i>1.3 Reading Literature</i>	<i>Grammar Eligible Content</i>
*** (5 th grade) CC.1.1.5.E Read with accuracy and fluency to support comprehension.	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. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Four types of sentences: Declarative, Interrogative, Imperative, Exclamatory Complete and Simple Subjects and Predicates Dialogue Writing Process Mechanics and Conventions
<i>1.2 Reading Informational Text</i>	<i>1.4 Writing</i>	
CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content,	CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,	

<p>including interpretation of figurative language in context.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p> <p>CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> <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> <p>CC.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.</p>	
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Text Set:

<p>Anchor Text: Hatchet by Gary Paulsen Activities: genre study for realistic fiction</p> <p>Text: Hatchet by Gary Paulsen Activities: Figurative Language Scoot/Kahoot</p> <p>Text: Hatchet by Gary Paulsen Activities: Plot Development Chart</p> <p>Text: Hatchet by Gary Paulsen Activities: conflict graphic organizer</p> <p>Text: Hatchet by Gary Paulsen Activities: character analysis</p> <p>Text: Hatchet by Gary Paulsen Activities: culminating activity displaying comprehension</p> <p>Text: Decide to Survive by B. G. Hoover Activities: compare and contrast genre (informational text and realistic fiction)</p> <p>Text: Decide to Survive by B. G. Hoover Activities: compare and contrast the author's</p>	<p>Reading Assessments: Hatchet Chapter Quick Checks</p> <p>Hatchet Story Test</p> <p>Hatchet Performance Assessment Task</p> <p>Writing Prompts & Assessments:</p> <p>"Stinky Shoe Adventure"</p> <p>Narrative Common Assessment (teacher created)</p> <p>Grammar Assessments:</p> <p>Grammar Unit One Content Assessment (teacher created)</p>
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purpose of text	
Writing Instruction: Narrative Essay FCAs: focus, content, organization, writing process, topic sentence Activities: "Stinky Shoe Adventure"	
Grammar Instruction: sentence types, subjects /predicates, dialogue, mechanics, and spelling FCAs: sentence type, correct usage of subject and predicates Activities: grammar unit 1	

Ongoing Standards Addressed in This Unit:

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Module Title: Loser Novel Study

Subject: Reading	Grade: 6	Timeline: March / April
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Module Overview:
Loser – novel –realistic fiction
Module Objectives:
<p>The student will be able to:</p> <ul style="list-style-type: none"> * Analyze and define the genre of realistic fiction * Recognize and identify types of figurative language * Label and sequence stages of plot development * Decipher between types of conflict as used in plot development (man v/s nature, man v/s super natural, man v/s self, man v/s technology, man v/s man, man v/s society) *Determine the theme of literature *Utilize proper spelling and grammar when writing *Organize the events in a story in sequential order *Identifying various settings in text *Compare and contrast the writing styles of stories by the same author
Thematic Focus:
Never giving up and proceeding forward regardless of life’s challenges.
Essential Questions:
How do our families and environment shape who we become?

Instructional Focus of Module:

<i>1.1 Foundational Skills</i>	<i>1.3 Reading Literature</i>
<p>*** (5th grade) CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p>	<p>CC.1.3.6.A Determine 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.</p> <p>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.</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.1.3.6.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> <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> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
<p>1.2 Reading Informational Text</p>	<p>1.4 Writing</p>
<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> <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> <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.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the 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.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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p> <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.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.6.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.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.T With guidance and support from peers and adults,</p>

	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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Text Set:

Anchor Text: Loser by Jerry Spinelli Activities:	Reading Assessments: Loser Chapter Quick Checks Loser Story Test Loser Performance Assessment Task
Text: Loser by Jerry Spinelli Activities: Figurative Language Scoot/Kahoot	
Text: Loser by Jerry Spinelli Activities: Plot Development Chart	
Text: Loser by Jerry Spinelli Activities: character analysis	
Text: Loser by Jerry Spinelli Activities: culminating activity displaying comprehension	
Text: Loser by Jerry Spinelli Activities: Comprehension quick checks	
Text: Maniac Magee by Jerry Spinelli Activities: comparing texts from the same author	

Ongoing Standards Addressed in This Unit:

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Module Title:

Subject: Reading	Grade: 6	Timeline: January/ February
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Module Overview:
Maniac Magee – novel – legend; realistic fiction
Module Objectives:
<p>The student will be able to:</p> <ul style="list-style-type: none"> * Analyze and define the genre of legend * Recognize and identify types of figurative language * Label and sequence stages of plot development * Decipher between types of conflict as used in plot development (man v/s nature, man v/s super natural, man v/s self, man v/s technology, man v/s man, man v/s society) * Determine the theme of literature * Utilize proper spelling and grammar when writing * Organize the events in a story in sequential order * Identifying various settings in text
Thematic Focus:
Overcoming issues of homelessness and racial tensions
Essential Questions:
How does the environment influence who we are and what we become?

Instructional Focus of Module:

<i>1.1 Foundational Skills</i>	<i>1.3 Reading Literature</i>
<p>*** (5th grade) CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p>	<p>CC.1.3.6.A Determine 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.</p> <p>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.</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.1.3.6.F Determine the meaning of words and phrases as they are</p>

	<p>used in grade-level reading and content, including interpretation of figurative language in context.</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.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>
1.2 Reading Informational Text	1.4 Writing
<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> <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> <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.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <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.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p> <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.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.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.</p>

Text Set:

<p>Anchor Text: Maniac Magee by Jerry Spinelli</p> <p>Activities:</p> <p>Text: Maniac Magee by Jerry Spinelli</p>	<p>Reading Assessments: Mania Magee</p> <p>Chapter Quick Checks</p>
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Activities: Figurative Language Scoot/Kahoot	Maniac Magee Story Test	
Text: Maniac Magee by Jerry Spinelli		
Activities: Plot Development Chart		
Text: Maniac Magee by Jerry Spinelli	Maniac Magee Performance Assessment Task	
Activities: conflict graphic organizer		
Text: Maniac Magee by Jerry Spinelli		
Activities: character analysis		
Text: Maniac Magee by Jerry Spinelli		
Activities: culminating activity displaying comprehension		
Text: Maniac Magee by Jerry Spinelli		
Activities: Comprehension quick checks		
Text: Loser by Jerry Spinelli		
Activities: comparing texts from the same author		