

***6th Grade Language Arts
2018-2019 Pacing Guide
Kate Collins Middle School***

Sixth Grade Pacing Guide

SOL Standards

Ongoing Skills

Effective Oral Communication Skills

6.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate as a facilitator and a contributor in a group.
- c) Participate in collaborative discussions with partners building on others' ideas.
- d) Ask questions to clarify the speaker's purpose and perspective.
- e) Summarize the main points a speaker makes.
- f) Summarize and evaluate group activities.
- g) Analyze the effectiveness of participant interactions.
- h) Evaluate own contributions to discussions.
- i) Demonstrate the ability to collaborate with diverse teams.
- j) Work respectfully with others and show value for individual contributions.

6.2 The student will create multimodal presentations that effectively communicate ideas.

- a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- b) Use language and vocabulary appropriate to audience, topic, and purpose.
- c) Give collaborative and individual formal and informal interactive presentations.
- d) Paraphrase and summarize key ideas of a presentation.

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

Writing

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and

reflective writing.

- a) Engage in writing as a recursive process.
- b) Choose audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) Establish a central idea incorporating evidence and maintaining an organized structure.
- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement with intervening phrases and clauses.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Maintain consistent verb tense across paragraphs.
- d) Eliminate double negatives.
- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none">● Prentice Hall Literature Language and Literacy, Grade Six; Prentice Hall Writing Coach, Grade 6, copyright, 2013	<ul style="list-style-type: none">● Prentice Hall Literature: Reader's Notebook; Pearson● Reality Central:Real World Writing Journal● Pearson's Online Leveled Readers' Library● Reading Resource Library	

Unit 1: Fiction and Nonfiction, Week 3

Skill: Introduction to Fiction and Nonfiction

SOL: 6.5 a

New SOL: 6.5 a

Literary Analysis: Critical Thinking

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
	<ul style="list-style-type: none">● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed through specific details.● Identify internal and external conflicts, including:<ul style="list-style-type: none">Internal conflicts within characters; External conflicts between characters● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.

<p style="text-align: center;">PRIMARY</p> <p style="text-align: center;">Resources and Activities.</p>	<p style="text-align: center;">SUPPLEMENTAL</p> <p style="text-align: center;">Resources and Activities</p>	<p style="text-align: center;">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Introduce the Big Question, “How do we decide what is true?” (pp. 2-3) ● Introduce the Unit Author and unit forms, fiction and nonfiction (pp. 4-7) ● Teach the Model Selection, “Greyling,” and “My Heart in the Heartlands,” by Jane Yolen (pp. 8-19) 		<ul style="list-style-type: none"> ●

Unit 1: Fiction and Nonfiction, Week 4

SOLs: 6.4b, 6.5a, 6.5b, 6.7c, 6.7f, 6.9c

New SOLs: 6.4 b, 6.5 a, 6.7 d, h, 6.9

Skill: Make Predictions

Literary Analysis: Plot

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

d) Organize writing to fit mode or topic.

h) Write multiparagraph compositions with elaboration and unity.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words	<ul style="list-style-type: none">● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer's map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed through specific details.● Identify internal and external conflicts, including:

	<p style="text-align: center;">Internal conflicts within characters; External conflicts between characters</p> <ul style="list-style-type: none"> ● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. ● develop the topic using relevant facts, definitions, details, quotations, and/or examples. ● provide an appropriate conclusion for the purpose and form of writing. ● compose with attention to central idea, unity, elaboration, and organization. ● elaborate to give detail; add depth; and continue the development of an idea ● write on any central theme or topic demonstrating elaboration, coherence, and unity
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<p style="text-align: center;">PRIMARY</p> <p style="text-align: center;">Resources and Activities.</p>	<p style="text-align: center;">SUPPLEMENTAL</p> <p style="text-align: center;">Resources and Activities</p>	<p style="text-align: center;">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Teach ONE selection from Pairing 1, “Stray,” by Cynthia Rylant OR “The Homecoming,” by Lawrence Yep, (pp. 20-41) ● Word Study: Late suffix -able and -ation(pg. 39) ● Grammar: Common and Proper Nouns (pg. 40) 		<ul style="list-style-type: none"> ● Have students diagram story using a plot map

Unit 1: Fiction and Nonfiction, Week 5

SOLs: 6.2d, 6.4b, 6.5, 6.5b,6,7b,6.7f

New SOLs: 6.2 b, 6.4 b, 6.5 b, 6.7 c, h

Skill: Prior Knowledge/Making Predictions

Literary Analysis: Narrator and Point of View

6.2. The student will create multimodal presentations that effectively communicate ideas.

b) Use language and vocabulary appropriate to audience, topic, and purpose.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

h) Write multiparagraph compositions with elaboration and unity.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words	<ul style="list-style-type: none">● Plan and deliver a multimodal presentation, using the following steps:<ul style="list-style-type: none">○ Determine topic and purpose;○ Identify the intended audience;○ Choose vocabulary appropriate to topic, purpose, and audience● Speak clearly at an understandable pace with appropriate tone and volume.● Use acceptable posture according to the setting and the audience.● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● elaborate to give detail; add depth; and continue the development of an idea● write on any central theme or topic demonstrating elaboration, coherence, and unity

<p style="text-align: center;">PRIMARY</p> <p style="text-align: center;">Resources and Activities.</p>	<p style="text-align: center;">SUPPLEMENTAL</p> <p style="text-align: center;">Resources and Activities</p>	<p style="text-align: center;">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Teach ONE selection from Pairing 2; “The Drive-In Movies” by Gary Soto, OR “The Market Square Dog,” by James Harriot (pp. 42-62) ● Grammar: Singular and Plural Nouns (pg. 62) ● Word Study: Prefixes (pre- and be-) (pg. 61) 		<ul style="list-style-type: none"> ●

Unit 1: Fiction and Nonfiction, Week 6

SOLs: 6.4b, 6.5, 6.6f, 6.7c, 6.9, 6.9b

SOLs: 6.4b, 6.5, 6.6f, 6.7c, 6.9, 6.9c

Skill: Fact & Opinion

Literary Analysis: Author's Point of View

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

c) Evaluate and analyze the validity and credibility of source.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that structure can be analyzed to show relationships among words.	<ul style="list-style-type: none">● Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>.● Compose with attention to central idea, unity, elaboration, and organization.● Evaluate the validity and credibility of texts, using questions, such as:<ul style="list-style-type: none">○ Does the writer have something to gain from his opinion?○ Does the information contain facts for support?○ Is the same information found in more than one source?○ Is contact information provided?○ Is there a copyright symbol on the page?○ What is the purpose of the page?○ What is the date of the most recent publication?

<p style="text-align: center;">PRIMARY</p> <p style="text-align: center;">Resources and Activities.</p>	<p style="text-align: center;">SUPPLEMENTAL</p> <p style="text-align: center;">Resources and Activities</p>	<p style="text-align: center;">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Teach ONE selection of the following: “My Papa, Mark Twain,” by Susy Clemens, OR “Stage Fright,” by Mark Twain (pp. 92-109) ● Grammar: Personal and Possessive Pronouns (pg. 108) ● Test Practice: Reading (Fact and Opinion) (pp. 132-133) 	<ul style="list-style-type: none"> ● Informational Texts: Real-Life Reading “The Caribbean” (atlas entry) and “The Florida Keys” (brochure) (pp. 134-139) 	<ul style="list-style-type: none"> ●

Unit 1: Fiction and Nonfiction, Week 7

SOLs: 6.2e, 6.4b, 6.5c, 6.6f, 6.7b, 6.7f

New SOLs: 6.2, b, 6.4 b, 6.5 e, 6.6 h, 6.7 c, h

Skill: Organizational Pattern/Fact & Opinion

Literary Analysis: Author's Perspective and Tone

6.2. The student will create multimodal presentations that effectively communicate ideas.

b) Use language and vocabulary appropriate to audience, topic, and purpose.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

h) Differentiate between fact and opinion.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

h) Write multiparagraph compositions with elaboration and unity.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words● Recognize an author's craft as the purposeful choice vocabulary, sentence formation, voice, and tone.	<ul style="list-style-type: none">● Plan and deliver a multimodal presentation, using the following steps:<ul style="list-style-type: none">○ Determine topic and purpose;○ Identify the intended audience● Choose vocabulary appropriate to topic, purpose, and audience separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● notice an author's craft, including use of :

	<ul style="list-style-type: none"> o language patterns; o sentence variety; o vocabulary; o imagery; o figurative language; and o word choice to develop mood and tone <ul style="list-style-type: none"> ● recognize poetic elements in prose and poetry, including but not limited to: rhyme, rhythm, repetition, alliteration, and onomatopoeia ● Speak clearly at an understandable pace with appropriate tone and volume. ● Use acceptable posture according to the setting and the audience ● elaborate to give detail; add depth; and continue the development of an idea ● write on any central theme or topic demonstrating elaboration, coherence, and unity ● Summarize the text without providing a personal opinion.
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<p style="text-align: center;">PRIMARY</p> <p style="text-align: center;">Resources and Activities.</p>	<p style="text-align: center;">SUPPLEMENTAL</p> <p style="text-align: center;">Resources and Activities</p>	<p style="text-align: center;">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Teach one selection between the following: “Names/Nombres,” by Julia Alvarez, OR “The Lady and the Spider,” by Robert Fulghum (ppl. 110-130) ● Vocabulary Workshop: Dictionary and Thesaurus (pp. 164-165) ● Word Study: Latin roots scrib-, scrip-, seque-, pel-, pul-,met-, mens- (pg. 112, 122, 129) ● Grammar: Pronoun and Pronoun Agreement (pg. 130) ● Test Practice: Unit 1 Review (pp. 168-173) 	<ul style="list-style-type: none"> ● Teach symbolism: “The Sound of Summer Running,” by Ray Bradbury and/or “Eleven,” by Sandra Cisneros (pp. 140-153) ● 	<ul style="list-style-type: none"> ●

Unit 2: Short Stories, Week 8

Fiction/Short Stories

SOLs: 6.5a, 6.5g

New SOLs: 6.4a, 6.5a, c, f, 6.7d, 6.9d

Skill: Critical Thinking, Making Inferences

Literary Analysis: Short Story Review

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, ~~literary nonfiction, and poetry.~~

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- c) Explain how an author uses character development to drive conflict and resolution.
- f) Draw conclusions and make inferences using the text for support.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- d) Organize writing to fit mode or topic.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- d) Cite primary and secondary sources.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that affixes and Greek and Latin roots are clues to determine meanings of words● Understand that the author uses images to craft a message and create characters● Understand that literary nonfiction includes biography, autobiography, and personal essay● understand that a primary source is an original document or a firsthand or eyewitness account of an event.● understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.	<ul style="list-style-type: none">● identify setting as time and place● explain plot as:<ul style="list-style-type: none">o the development of the central conflict and resolution;o the sequence of events in the story; ando the writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens● identify characters as protagonist and antagonist● identify point of view and distinguish between first and third person● identify characterization as the way an author presents a character and character traits revealed by: what a character says, what a character thinks, what a character does, and how other characters respond to the character● determine a theme(s) and explain how it is developed through

	<p>specific details</p> <ul style="list-style-type: none">● identify internal and external conflicts, including:<ul style="list-style-type: none">○ internal conflicts within characters;○ external conflicts between characters● describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution● develop the topic using relevant facts, definitions, details, quotations, and/or examples.● provide an appropriate conclusion for the purpose and form of writing.● differentiate between narrative and poetic forms● use evidence from the text(s) for support when drawing conclusions, making inferences● Describe how characters change as a result of incidents in the plot● use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible.)● To be successful with this standard, students are expected to understand and use the online, print, and media references● differentiate between a primary and secondary source● provide a list of sources using a standard form for documenting primary and secondary sources
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Introduce the Unit Big Question, “Is conflict always bad?” Unit author and genre, short stories (pp. 176-181) ● Teach Model Selection; “The Wounded Wolf” by Jean Craighead George (pp. 182-187) ● Teach ONE selection; “The Tail” by Joyce Hansen, or “Dragon, Dragon” by John Gardner (pp. 188-217) ● Word Study: Prefixes dis-, re- (pp. 203-204) ● Grammar: Verbs and principal parts of verbs (pp. 216) 	<ul style="list-style-type: none"> ● Refer to page 188b in teacher’s edition ● See selection resources on pages 188c and 188d 	

Unit 2: Short Stories, Week 9

Fiction/Short Stories

SOLs: 6.4b, 6.5a, 6.5e, 6.5f, 6.7d, 6.9c,

New SOLs: 6.4b, 6.5a, 6.5e, 6.5f, 6.6a, 6.7f, 6.9c

Skill: Make Inferences/Draw Conclusions

Literary Analysis: Conflict & Resolution

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

c) Explain how an author used character development to drive conflict and resolution.

f) Draw conclusions and make inferences using the text for support.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

f) Establish a central idea incorporating evidence and maintaining an organized structure.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words● understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing	<ul style="list-style-type: none">● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony● write reflectively to explain and analyze an experience, a skill, or event, and as a response to reading● write expository informative/explanatory texts to examine a topic and convey ideas, concepts, and information● write using organizational patterns such as definition, comparison/contrast, and cause/effect.● compose with attention to central idea, unity, elaboration, and organization.● identify characters as protagonist and antagonist.● identify characterization as the way an author presents a

	<p>character and character traits revealed by: what a character says, what a character thinks, what a character does, and how other characters respond to the character.</p> <ul style="list-style-type: none"> ● identify setting as time and place ● explain plot as: <ul style="list-style-type: none"> ○ the development of the central conflict and resolution; ○ the sequence of events in the story; and ○ the writer’s map for what happens, how it happens, to whom it happens, and when it happens, why it happens, and where it happens ● identify characters as protagonist and antagonist ● identify point of view and distinguish between first and third person ● identify characterization as the way an author presents a character and character traits revealed by: what a character says, what a character thinks, what a character does, and how other characters respond to the character ● determine a theme(s) and explain how it is developed through specific details ● identify internal and external conflicts, including: <ul style="list-style-type: none"> ○ internal conflicts within characters; ○ external conflicts between characters ● use evidence from the text(s) for support when drawing conclusions, making inferences
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach one selection; “Zlateh the Goat” by Isaac Bashevis Singer , or “The Old Woman Who Lived With the Wolves” by (pp. 218-241) ● Word Study: Prefix ex-, in-(pg. 220, 232) ● Grammar: Correcting Errors With Verbs (pg. 267) 	<ul style="list-style-type: none"> ● Teach Vocabulary Workshop, Word Origins (pp. 364-365) ● Test Practice: Unit 2 Review (pp. 368-373) 	

<ul style="list-style-type: none">● Test Practice: Reading (Make Inferences)(pp. 242-243)● Teach Informational Texts, “Seven Wonders of the World” and “Art, Architecture, and Learning in Egypt” (pp. 244-249)		
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Unit 2: Short Stories, Week 10

Skill: Using Text Features

SOLs: 6.5a, 6.7, 6.7a, 6.7c, 6.7e, 6.7f, 6.8

Literary Analysis: Comparing Characters' Motives

Fiction/Short Stories

New SOLs : 6.5a, 6.6a 6.7,b, d, g, h, 6.8

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

b) Choose audience and purpose.

d) Organize writing to fit mode or topic.

g) Compose a thesis statement for expository and persuasive writing.

h) Write multiparagraph compositions with elaboration and unity.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Engage in writing as a recursive process.

b) Choose audience and purpose.

c) Use a variety of prewriting strategies to generate and organize ideas.

d) Organize writing to fit mode or topic.

e) Write narratives to include characters, plot, setting, and point of view.

f) Establish a central idea incorporating evidence and maintaining an organized structure.

g) Compose a thesis statement for expository and persuasive writing.

h) Write multiparagraph compositions with elaboration and unity. i) Use transition words and phrases.

j) Select vocabulary and information to enhance the central idea, tone, and voice.

k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

l) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand recognize that a thesis statement is not an announcement of the subject (statement of intent) but rather a unified, and specific statement	<ul style="list-style-type: none">● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;

- understand that correct use of language enhances writing and avoids confusing or distracting the reader.
- understand that pronouns need to have recognizable antecedents that agree in number and gender

- The sequence of events in the story; and
- The writer's map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.
- Identify characters as protagonist and antagonist.
- Determine a theme and explain how it is developed through specific details.
- Identify internal and external conflicts, including:
 - Internal conflicts within characters; External conflicts between characters
- Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. provide an appropriate conclusion for the purpose and form of writing.
- identify audience and purpose for any piece of writing
- develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- compose with attention to central idea, unity, elaboration, and organization. develop the topic using relevant facts, definitions, details, quotations, and/or examples.
- elaborate to give detail; add depth; and continue the development flow of an idea.
- write an effective thesis statement focusing, limiting, or narrowing the topic.
- differentiate between a thesis statement, statement of intent, and a topic sentence.
- write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unit.
- edit drafts with teacher assistance, peer collaboration, and growing independence.
- use complete sentences with appropriate punctuation.
- avoid comma splices and fused run-on sentences.
- avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).
- use first person pronouns appropriately in compound subjects and objects
- differentiate between subjects and objects when choosing

	<p>pronouns</p> <ul style="list-style-type: none"> ● recognize and correct vague pronouns ● capitalize language classes or classes followed by a number (e.g., French, Algebra II). ● maintain a consistent verb tense within sentences and throughout and across paragraphs. ● maintain a consistent verb tense within sentences and throughout and across paragraphs.
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Comparing Literary Works (pp. 250-263) ● Teach BOTH of the following selections, “Becky and Wheels-and-Brake Boys,” by James Berry and “The Southpaw,” by Judith Viorst (pp. 251-263) ● Grammar: Simple Verb Tenses (pg. 298) ● Writing Workshop (pp. 264-269) ● <i>Benchmark Test 3 (Unit 2 Resources, pp. 120-125)</i> 		

Unit 2: Short Stories, Week 11

Skill: Drawing Conclusions

Fiction/Short Stories

SOLs: 6.1a, 6.4b, 6.5a, 6.5f, 6.7b

Literary Analysis: Theme and Setting

New SOLs: 6.1b, 6.4b, 6.5a, f, 6.7c

6.1 The student will use effective oral communication skills in a variety of settings.

b) Participate as a facilitator and a contributor in a group.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

f) Draw conclusions and make inferences using the text for support.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words● Understand that the author uses images to craft a message and create characters.	<ul style="list-style-type: none">● pose and respond to questions.● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony● identify setting as time and place● explain plot as:<ul style="list-style-type: none">○ the development of the central conflict and resolution;○ the sequence of events in the story; and○ the writer’s map for what happens, how it happens, to whom it happens, and when it happens, why it happens, and where it happens● identify characters as protagonist and antagonist

	<ul style="list-style-type: none"> ● identify point of view and distinguish between first and third person ● identify characterization as the way an author presents a character and character traits revealed by: what a character says, what a character thinks, what a character does, and how other characters respond to the character ● determine a theme(s) and explain how it is developed through specific details ● identify internal and external conflicts, including: <ul style="list-style-type: none"> ○ internal conflicts within characters; ○ external conflicts between characters ● Describe how characters change as a result of incidents in the plot ● Use evidence from the text(s) for support when drawing conclusions, making inferences.
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach one selection; “The Circuit” by Francisco Jimenez , OR “The All-American Slurp” by Lensey Namioka (pp. 270-299) ● Word Study: Prefix com- and Roots migr-, clin-, tempor- (pp. 283-284, 302, 315, 329) ● Grammar: Perfect Tenses of Verbs (pp. 330) ● Test Practice: Draw Conclusions (pp. 332, 333) 	<ul style="list-style-type: none"> ● Teach one selection; “The King of Mazy May” by Jack London , or “Aaron’s Gift” by Myron Levoy (pp. 300-333). NOTE: These selections include SOL’s 6.7j & 6.9b. ● End of the Earth,” (pp. 334-341) 	

6.4, 6.5a, 6.6j, 6.7c

NEW SOLs 6.4, 6.5, 6.6i, 6.7 d

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary non-fiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- j) Analyze ideas within and between selections providing textual evidence

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- d) Organize writing to fit mode or topic.

<p style="text-align: center;">ESSENTIAL UNDERSTANDINGS All students should:</p>	<p style="text-align: center;">ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> ● Understand that affixes and Greek and Latin roots are clues to determine meanings of English words. 	<ul style="list-style-type: none"> ● Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud-hearing, listening, or sound <i>audience, auditory, audible.</i>) ● Identify setting as time and place. ● Explain plot as: <ul style="list-style-type: none"> ○ The development of the central conflict and resolution; ○ The sequence of events in the story; and ○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens. ○ Identify characters as protagonist and antagonist. ○ Determine a theme(s) and explain how it is developed through specific details. ● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. ● Develop the topic using relevant facts, definitions, details,

- quotations, and/or examples.
- Provide an appropriate conclusion for the purpose and form of writing.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach Comparing Literary Works: “The Fun They Had,” by Isaac Asimov, and “Feathered Friend,” by Arthur C. Clarke (pp. 342-353) SOLs 6.5a and 6.7c, Test Practice: Unit 2 Review (Literary Skills, Informational Reading Skills, Vocabulary, Response to Literature, and Short Story) (pp. 368-373); Discuss and Review/Reteach ● Complete Writing Workshop, Narration: Short Story, (pp.. 354-361) 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Stated theme: expressed directly by the author ● Implied theme: is revealed indirectly, through the events, the characters’ thoughts and feelings, and often the story’s title.

Unit 3: Types of Nonfiction, Week 13

Skill: Author’s Purpose

SOLs: 6.6, 6.6j

New SOLs: 6.4 b, 6.6, 6.6 f, k, 6.7 b, 6.9 b, 6.9 c

Literary Analysis: Autobiographical Essay

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

f) Identify the author’s organizational pattern(s).

k) Use reading strategies to monitor comprehension throughout the reading process.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

(Introduced in Weeks 10 and 11)

b) Choose audience and purpose.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

b) Collect and organize information from multiple sources.

<p align="center">ESSENTIAL UNDERSTANDINGS All students should:</p>	<p align="center">ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> ● recognize an author’s patterns of organization can be an aid to comprehension ● understand text features are created purposefully and are an aid to comprehension. ● Understand that word structure can be analyzed to show relationships among words. 	<ul style="list-style-type: none"> ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony. ● identify common patterns of organizing text including: <ul style="list-style-type: none"> ○ chronological or sequential, comparison/contrast, cause and effect problem-solution;generalization and process. ● understand and use the online, print, and media references

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Introduce the Unit Big Question, “What is Important to Know?” (pp. 376-377) ● Introduce Unit form of nonfiction (pp. 378-381) ● Teach Model Selection; “Zlata’s Diary” by Zlata Filipovic (pp. 382-393) ● Teach the selection; “Water” by Helen Keller (pp. 396-403) ● Word Study: Suffix -ance, -ity (pp. 396, ● Grammar: Adjectives and Articles (pg. 415) ● Test Practice: Reading (author’s purpose) 		

Unit 3: Types of Nonfiction, Week 14

Skill: SOLs Main Idea and Details

6.1a, 6.1b, 6.1d, 6.6, 6.6c 6.6l, 6.7b

New SOLs: 6.1 b, h, g, 6.3 a, 6.5 i, 6.6b, c, e, j, 6.7 c

Literary Analysis: Mood; Comparing Authors' Styles

6.1 The student will use effective oral communication skills in a variety of settings.

- b) Participate as a facilitator and a contributor in a group.**
- g) Analyze the effectiveness of participant interactions.**
- h) Evaluate own contributions to discussions.**

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages.**
- b) Identify the characteristics and effectiveness of a variety of media messages.**

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- e) Draw conclusions and make inferences based on explicit and implied information.**
- j) Analyze ideas within and between selections providing textual evidence.**

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- c) Use a variety of prewriting strategies to generate and organize ideas.**

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that all texts contain messages stated or implied by an author.	<ul style="list-style-type: none">● Pose and respond to questions.● use a checklist and/or rubric to evaluate the participation of self and others.● retain and rethink ideas based on what is heard.● make inferences and draw conclusions using the text(s) for support● identify common patterns of organizing text including:<ul style="list-style-type: none">○ chronological or sequential, comparison/contrast, cause and effect problem-solution;generalization and process.

- Compose with attention to central idea, unity, elaboration, and organization.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach one selection; “Jackie Robinson: Justice at Last” by Geoffrey C. Ward and Ken Burns ,OR “The Shutout” Patricia C. McKissack, Jr. by (pp. 418-442) ● Word Study: Prefix ir- (pp. 426, 433) ● Grammar: Comparisons with Adjectives (pg. 434) ● Test Practice: Reading (Author’s Purpose) (pp. 436-437) ● Teach Information Texts, “Preserving a Great American Symbol” (pp. 438-443) 		

Unit 3: Types of Nonfiction, Week 15

Literary Skill: Comparing Biographies and Autobiography

SOLs: 6.5, 6.7c, 6.6g

New SOLs: 6.5, 6.7 b, c, d, 6.7j, 6.8f

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

b) Choose audience and purpose.

c) Use a variety of prewriting strategies to generate and organize ideas.

d) Organize writing to fit mode or topic.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

f) Choose adverbs to describe verbs, adjectives, and other adverbs.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that correct use of language enhances writing and avoids confusing or distracting the reader.	<ul style="list-style-type: none">● compose with attention to central idea, unity, elaboration, and organization.● Three examples of reflective writing include:<ul style="list-style-type: none">○ Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.○ Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.○ Individual - What did I learn, how did I learn it, and what could I have done better?● develop the topic using relevant facts, definitions, details, quotations, and/or examples.● provide an appropriate conclusion for the purpose and form of writing.

- identify audience and purpose for any piece of writing.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach Comparing Literary Works (pp. 444-461) ● Grammar: Modifiers (pg. 465) ● Writing Workshop (pp. 462-467) ● Benchmark Test 5 (Unit 3 Resources, pp. 120-125) ● Reteach skills from Test 5 		

Unit 2: Short Stories, Week 16

Reading Skill: Analyze/Compare & Contrast/Organization

Fiction/Short Stories

SOLs: 6.5a, 6.7c

New SOLs: 6.5a, 6.6c, j, 6.7 b, c, d, l, 6.8 c, g

Literary Analysis: Theme & Setting

Thanksgiving Break/Short Week

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

c) Summarize supporting details.

j) Analyze ideas within and between selections providing textual evidence

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

(Introduced in Weeks 10 and 11)

b) Choose audience and purpose.

c) Use a variety of prewriting strategies to generate and organize ideas.

d) Organize writing to fit mode or topic.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

c) Maintain consistent verb tense across paragraphs.

g) Use correct spelling for frequently used words.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that there are strategies including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary● understand that correct use of language enhances writing and avoids confusing or distracting the reader.	<ul style="list-style-type: none">● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed

	<p>through specific details.</p> <ul style="list-style-type: none"> ● Identify internal and external conflicts, including: Internal conflicts within characters; External conflicts between characters ● develop the topic using relevant facts, definitions, details, quotations, and/or examples. ● provide an appropriate conclusion for the purpose and form of writing. ● Describe how a fictional plot if often episodic, and how characters develop as the plot moves toward a resolution. summarize the text without providing a personal opinion. ● use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary. ● capitalize language classes or classes followed by a number (e.g., French, Algebra II). ● maintain a consistent verb tense within sentences and throughout and across paragraphs.
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<p>PRIMARY Resources and Activities</p>	<p>SUPPLEMENTAL Resources and Activities</p>	<p>TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Writing Workshop, Narration: Short Story, (pp.. 354-361) *Finish after Thanksgiving Break* ● BENCHMARK?? 		

Unit 3: Types of Nonfiction, Week 17

SOLS: 6.4 b, 6.6 b, g, 6.7c, 6.8 f, 6.9 z

New SOLs: 6.4 b, 6.6 b, 6.6 b, 6.7 d, 6.8 f, 6.9 b

Reading Skill: Main Idea

Literary Analysis: Author's Influences

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

b) Identify main idea.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

d) Organize writing to fit mode or topic.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

f) Choose adverbs to describe verbs, adjectives, and other adverbs.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

b) Collect and organize information from multiple sources.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to and show relationships among words● recognize that figurative language enriches text.	<ul style="list-style-type: none">● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● Identify figurative language in text, including: simile, hyperbole, metaphor, and personification.● Use strategies and rules for summarizing, such as the following:<ul style="list-style-type: none">* delete trivia and redundancy;* substitute a general term for a list; and* find or create a main idea statement.● provide an appropriate conclusion for the purpose and mode form of writing.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach “Turkeys” by Bailey White or “Langston Terrace” by Eloise Greenfield (pp. 468-487) ● Word Study: Suffix -ible, -ent (pp. 470, 478) ● Grammar: Adverbs (pg. 486) and Conjunctions and Interjections (pg. 508) ● Test Practice: Reading, Main Idea (pp. 510-511) 	<ul style="list-style-type: none"> ● Te”La Lena Buena,” by John Phillip Santos, OR “The Pigman & Me” by Paul Zindel (pp. 488-509) 	

Unit 3: Types of Nonfiction, Week 18 & 19

Skill: Media Messages

SOLs: 6.1, 6.2 d, 6.3, 6.3 a,b,c, 6.4 d, 6.4 e, 6.7c, 6.7 d, h, 6.8

New SOLs: 6.1, 6.2 c, 6.3 b, d, 6.4 c, e, 6.5 e, h, 6.7, b, c, d, f, k, 6.8

Literary analysis: Multiple Meaning Words

6.1 The student will use effective oral communication skills in a variety of settings.

6.3 The student will determine the purpose of media messages and examine how they are constructed.

b) Identify the characteristics and effectiveness of a variety of media messages.

d) Craft and publish audience-specific media messages.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

e) Use word-reference materials.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

h) Identify and analyze the author's use of figurative language.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. (Introduced in Weeks 9-11)

b) Choose audience and purpose.

c) Use a variety of prewriting strategies to generate and organize ideas.

d) Organize writing to fit mode or topic.

f) Establish a central idea incorporating evidence and maintaining an organized structure.

k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

<p style="text-align: center;">ESSENTIAL UNDERSTANDINGS</p> <p style="text-align: center;">All students should:</p>	<p style="text-align: center;">ESSENTIAL KNOWLEDGE AND SKILLS</p> <p style="text-align: center;">To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> ● understand that all media messages are intentionally constructed to impact a specific audience. ● understand that a public service announcement (PSA) is an advertisement for the benefit of the public. and The purpose can be to raise awareness. ● understand the effectiveness of any media message is determined by the results and/or impact on the intended audience ● understand that imagery and figurative language enrich texts. ● recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone. ● understand that writing should be purposefully crafted with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice. 	<ul style="list-style-type: none"> ● deconstruct and compare/contrast several types of media messages. ● identify elements of media literacy: authorship, format, audience, content, purpose. <ul style="list-style-type: none"> ○ Who created the message? ○ What techniques are used to attract attention? ○ How might different people react differently to this message? ○ What values, lifestyles and points of view are represented in, or omitted from, this message? ○ What is the purpose of this message? ● recognize production elements in media are composed based on audience and purpose. ● create media messages, such as public service announcements aimed at a variety of audiences with different purposes. ● identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, lighting, editing, and sound in TV, radio, and film. ● recognize that three most common camera angles or shots are the close-up, long shot, and medium shot and each serves a specific purpose. ● notice an author’s craft, including use of : <ul style="list-style-type: none"> ○ language patterns; ○ sentence variety; ○ vocabulary; ○ imagery; ○ figurative language; and ○ word choice to develop mood and tone ● recognize and analyze an author’s use of figurative language including: <ul style="list-style-type: none"> ○ simile ○ hyperbole ○ metaphor ○ personification ● differentiate between narrative and poetic forms ● recognize poetic elements in prose and poetry, including but not

	<p>limited to: rhyme, rhythm, repetition, alliteration, and onomatopoeia</p> <ul style="list-style-type: none"> ● demonstrate comprehension and apply strategies to write about what is read. ● write using organizational patterns such as definition, comparison/contrast, and cause/effect. ● incorporate variety into sentences, using appropriate: modifier
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach Informational Texts (pp. 512-515) ● Teach Comparing Literary Works (pp. 516-525) ● Writing Workshop (pp. 526-533) ● Grammar: Conjunctions and Interjections (p.531) ● Test Practice: Unit 3 Review (pp. 540-545) ● Benchmark Test 6 (Unit 3 Resources, pp. 227-232) ● Reteach, Test 6 	<p>http://www.adcouncil.org/Our-Campaigns/Family-Community/Shelter-Pet-Adoption</p>	

**SOL Review of Units 1, 2 & 3; Week 20
(2 days)**

Skill: Fiction and Nonfiction Review

**Fiction and Nonfiction Review
Complete Writing Prompt
End of Semester Completion**

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES

SOL REVIEW of Units 1, 2, &3: Week 21 (3 days)

Unit Review Rotations for Units 1, 2, and 3

<p>ESSENTIAL UNDERSTANDINGS All students should:</p>	<p>ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>PRIMARY Resources and Activities</p>	<p>SUPPLEMENTAL Resources and Activities</p>	<p>TEACHER NOTES</p>
<ul style="list-style-type: none"> • Test Practice: Unit 2 Review; Literary Skills, Informational Reading Skills, Vocabulary, Response to Literature Review and Short Story (pp. 368-373); Discuss answers and reteach (See Teacher’s Edition) 	<ul style="list-style-type: none"> • Reteaching Resource: Unit 2 Resources (pp. 227-235) Benchmark Test 	

Unit 4: Poetry, Week 22

Skill: Context Clues

SOLs: 6.4 b, c, 6.5 j, 6.7 a, 6.7 h, 6.9 c

New SOLs: 6.4 b, c, 6.5 e, h, 6.7 a, h, 6.9 b

Literary Analysis: Rhythm and Rhyme

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

h) Identify and analyze the author's use of figurative language.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

a) Engage in writing as a recursive process.

h) Write multiparagraph compositions with elaboration and unity.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

b) Collect and organize information from multiple sources.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to show relationships among words.● understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.● recognize an author's craft as the purposeful choice of	<ul style="list-style-type: none">● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● understand and use the online, print, and media references

vocabulary, sentence formation, voice, and tone.

- **compose with attention to central idea, unity, elaboration, and organization.**
- **elaborate to give detail; add depth; and continue the development of an idea.**
- **understand that revising to improve a draft includes rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.**
- **notice an author's craft, including use of :**
 - **language patterns;**
 - **sentence variety;**
 - **vocabulary;**
 - **imagery;**
 - **figurative language; and**
 - **word choice to develop mood and tone**
- **recognize and analyze an author's use of figurative language including:**
 - **simile**
 - **hyperbole**
 - **metaphor**
 - **personification**
- **recognize poetic elements in prose and poetry, including but not limited**
 - **rhyme**
 - **rhythm**
 - **repetition**
 - **onomatopoeia**
- **Demonstrate comprehension and apply strategies to write about what is read.**

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Introduce the Unit Big Question; Do we need words to communicate well? (pp. 548-549) ● Introduce unit author and genre; Poetry (pp. 550-553) ● Teach Model Selection; “Oranges” and “Ode to Family Photographs” by Gary Soto (554-559) ● Teach one collection from Pairing 1; Poetry Collection 1: “Adventures of Isabel” by Ogden Nash, “Wilbur Wright and Orville Wright” by Rosemary and Stephen Vincent Benet, “Ankylosaurus” by Jack Prelutsky, or ● Poetry Collection 2: “A Dream Within a Dream” by Edgar Allan Poe, “Life Doesn’t Frighten Me” by Maya Angelou, “The Walrus and the Carpenter” by Lewis Carroll (pp. 560-583) ● Grammar: Simple and Compound Subjects (pp. 582) 	<ul style="list-style-type: none"> ● Teach one collection from Pairing 2 (pp. 584-599) ● Test Practice: Reading (pp. 600-601) ● Selection Resources, (pp. 560 c and d) 	

Unit 4: Poetry, Week 23

SOLs: 6.4 b, c, 6.5 j, l, 6.7 a, 6.7 g

New SOLs: 6.4 b, c, 6.5 h, k, 6.7 j

Skill: Context Clues

Literary Analysis: Figurative Language

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

h) Identify and analyze the author's use of figurative language.

k) Use reading strategies to monitor comprehension throughout the reading process.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

j) Select vocabulary and information to enhance the central idea, tone, and voice.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● understand that word structure can be analyzed to and show relationships among words.● recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.● Understand that imagery and figurative language enrich texts.● understand that writing should be purposefully crafted with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice.● understand that vocabulary impacts tone and must be selected with awareness of audience and purpose.	<ul style="list-style-type: none">● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.● use context clues to determine meanings of unfamiliar words in text, such as: examples, restatements; and contrast.● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.● notice an author's craft, including use of :<ul style="list-style-type: none">○ language patterns;○ sentence variety;

	<ul style="list-style-type: none"> o vocabulary; o imagery; o figurative language; and o word choice to develop mood and tone ● recognize and analyze an author’s use of figurative language including: <ul style="list-style-type: none"> o simile o hyperbole o metaphor o personification ● elaborate to give detail; add depth; and continue the development of an idea ● Incorporate variety into sentences, using appropriate modifiers
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach one collection from Pairing 3; Poetry Collection 3: “Simile: Willow and Ginkgo” by Eve Merriam (pg. 588), “April Rain Song” by Langston Hughes (pg. 589), and “Fame is a Bee” by Emily Dickinson (pg. 590) or ● Poetry Collection 4: “Abuelito Who” by Sandra Cisneros (pg. 594), “The World is not a Pleasant Place to be” by Nikki Giovanni (pg. 595), and “Child on Top of a Greenhouse” by Theodore Roethke (pg. 596) ● Grammar: Sentence Types (pp. 598) 	<ul style="list-style-type: none"> ● Selection Resources (pp. 584 c&d) ● Test Practice: Reading (Context Clues) (pp. 600-601) ● SOL 6.6 a: Informational Texts: Real Life Reading, Follow Multiple-Step Instructions (pp. 602-607) ● SOL 6.5 c: Comparing Literary Works pg. 608 	

Unit 4: Poetry, Week 24 (4 days)

Skill: Paraphrasing

SOLs: 6.4 b, 6.5, l, 6.7 b, 6.9 c

New SOLs: 6.4 b, 6.5 k, 6.7 c, 6.9 c

Literary Analysis: Forms of Poetry

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

k) Use reading strategies to monitor comprehension throughout the reading process.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none"> understand that word structure can be analyzed to and show relationships among words. 	<ul style="list-style-type: none"> separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony. compose with attention to central idea, unity, elaboration, and organization.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> Teach one collection from Pairing 3; Poetry Collection 5: “Haiku” by Matsuo Basho, “The Sidewalk Racer or On the Skateboard” by Lillian Morrison, “Limerick” by Anonymous (pp. 620-635) or 	<ul style="list-style-type: none"> Selection Resources (pp. 620 c&d) 	

<ul style="list-style-type: none"> ● Poetry Collection 6: “Haiku” by Muso Soseki, “Concrete Cat” by Dorthi Charles, “Limerick” by Anonymous (pp. 636-653) ● Grammar: Complements/Direct and Indirect Objects (pp. 634) 		
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Unit 4: Poetry, Week 25

SOLs: 6.4 a, 6.5 c, 6.5 l, 6.7 b, 6.7 g, 6.9 c

New SOLs: 6.4 a, 6.5 e, k, 6.7 c, j

Skill: Paraphrasing

Literary Analysis: Sound Devices

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

k) Use reading strategies to monitor comprehension throughout the reading process.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

j) Select vocabulary and information to enhance the central idea, tone, and voice.

<p align="center">ESSENTIAL UNDERSTANDINGS</p> <p align="center">All students should:</p>	<p align="center">ESSENTIAL KNOWLEDGE AND SKILLS</p> <p align="center">To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> ● understand that writing should be purposefully crafted with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice. ● understand that vocabulary impacts tone and must be selected with awareness of audience and purpose. ● recognize an author’s craft as the purposeful choice of 	<ul style="list-style-type: none"> ● compose with attention to central idea, unity, elaboration, and organization. ● elaborate to give detail; add depth; and continue the development of an idea ● notice an author’s craft, including use of : <ul style="list-style-type: none"> o language patterns; o sentence variety;

<p>vocabulary, sentence formation, voice, and tone.</p> <ul style="list-style-type: none"> ● understand that writing should be purposefully crafted with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice. ● understand that vocabulary impacts tone and must be selected with awareness of audience and purpose. 	<ul style="list-style-type: none"> ○ vocabulary; ○ imagery; ○ figurative language; and ○ word choice to develop mood and tone <ul style="list-style-type: none"> ● recognize poetic elements in prose and poetry, <u>including but not limited to</u>: <ul style="list-style-type: none"> ○ rhyme ○ rhythm ○ repetition ○ onomatopoeia ● compose with attention to central idea, unity, elaboration, and organization.
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<p>PRIMARY Resources and Activities</p>	<p>SUPPLEMENTAL Resources and Activities</p>	<p>TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Teach one collection from Pairing 4; Poetry Collection 7: “No Thank You,” by Shel Silverstein; “Parade,” by Rachel Field; “Wind and Water and Stone,” by Octavio Paz ● Poetry Collection 8: “The Fairies’ Lullaby,” from <u>A Midsummer Night’s Dream</u> by William Shakespeare; “Saying Yes,” by Diana Chang; “Cynthia in the Snow,” Gwendolyn Brooks (pp. 636-651) ● Grammar: Predicate Nouns and Predicate Adjectives (pp. 652) ● Test Practice: Reading, Paraphrasing (pp. 654-655) 	<ul style="list-style-type: none"> ● 	

Unit 4; Poetry, Week 26

SOLs: 6.5 c, 6.7 d, 6.7 f, 6.7 g, 6.7 l, 6.8

Literary Device: Poetry

Skill: Comparing Sensory Language

New SOLs: 6.5 e, 6.7 c, f, g, j, l, 6.8 a

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

f) Establish a central idea incorporating evidence and maintaining an organized structure.

g) Compose a thesis statement for expository and persuasive writing.

j) Select vocabulary and information to enhance the central idea, tone, and voice.

l) Revise writing for clarity of content including specific vocabulary and information.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use subject-verb agreement with intervening phrases and clauses.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.● understand that writing should be purposefully crafted with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice.● understand that vocabulary impacts tone and must be selected with awareness of audience and purpose.● understand that a thesis statement is not an announcement of the subject● Understand that correct use of language enhances writing and avoids confusing or distracting the reader.	<ul style="list-style-type: none">● notice an author’s craft, including use of :<ul style="list-style-type: none">○ language patterns;○ sentence variety;○ vocabulary;○ imagery;○ figurative language; and○ word choice to develop mood and tone● recognize poetic elements in prose and poetry, <u>including but not limited to:</u><ul style="list-style-type: none">○ rhyme○ rhythm○ repetition

- o onomatopoeia
- compose with attention to central idea, unity, elaboration, and organization.
- write using organizational patterns such as definition, comparison/contrast, and cause/effect.
- elaborate to give detail; add depth; and continue the development of an idea.
- write an effective thesis statement focusing, limiting, or narrowing the topic.
- differentiate between a thesis statement, statement of intent, and a topic sentence.
- revise drafts for improvement using teacher assistance and peer collaboration.
- Avoid comma splices and run-on sentences.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Comparing Literary Works; (Comparing Sensory Language) “Childhood and Poetry,” by Pablo Neruda, and “Alphabet,” by Naomi Shihab Nye (pp. 660-667) ● Grammar: Revising choppy sentences using compound complements. (pp. 673) ● Writing Workshop; Exposition: Comparison-Contrast Essay ● Writing Poetry??? ● TEST PRACTICE: Unit 4 Review (Sections I, III, IV or V) (pp. 682-685) 	<ul style="list-style-type: none"> ● Informational Texts; (Real-Life Reading) (pp. 656-657) ● Test Practice: Informational Texts (pp. 659) ● Communications Workshop: Delivering a Persuasive Speech, SOL 6.2 (pp. 680) 	<ul style="list-style-type: none"> ● Vocabulary Workshop (Connotation and Denotation) NOT INTRODUCED UNTIL 7TH GRADE (pp. 678-679)

Unit 6: Themes in Folk Literature, Week 27

6.5a, 6.5 d, k

New SOLs: 6.5 a, b, j

**Skill: Introduction to Folk Literature
Literary Analysis: Oral traditions**

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.**
- b) Describe cause and effect relationships and their impact on plot.**
- j) Identify transitional words and phrases that signal an author’s organizational pattern.**

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">●	<ul style="list-style-type: none">● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed through specific details.● Identify internal and external conflicts, including:<ul style="list-style-type: none">Internal conflicts within characters; External conflicts between characters● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. <p>Identify how transitional words signal an author’s organization such as words indicating time, cause and effect , of indicating more information.</p>

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Introduce the Big Question “How Much do Our Communities Shape Us?”, introduce unit author, and introduce unit genre/folk literature, (pp. 822-827) ● Teach Model Selection, “Black Cowboy, Wild Horses” by Julius Lester (pp. 828-837) 		<ul style="list-style-type: none"> ● ONGOING: Prewriting, Rough Draft, Edit, Revise, and Final Copy (*see Essay Scorer); Writing Workshop: Research Report (pp. 988-997) FINAL COPY/RESEARCH REPORT DUE AT END OF UNIT

Unit 6: Themes in Folk Literature, Week 28

6.4a, 6.5, 6.5d, 6.7b, 6.7f, 6.9c

New SOL: 6.4 b, 6.5, a,b, 6.7 c, h

Skill: Cause & Effect

Literary Analysis: Fables and Folk Tales

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic text

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

b) Describe cause and effect relationships and their impact on plot.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

h) Write multiparagraph compositions with elaboration and unity.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that literary nonfiction includes biography, autobiography, and personal essay.● Understand that word structure can be analyzed to show relationships among words.	<ul style="list-style-type: none">● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed through specific details.● Identify internal and external conflicts, including:<ul style="list-style-type: none">Internal conflicts within characters; External conflicts between characters● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.

- Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- compose with attention to central idea, unity, elaboration, and organization.
- elaborate to give detail; add depth; and continue the development of an idea.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach both selections from Pairing 1, “The Tiger Who Would Be King,” by James Thurber, AND “The Ant and the Dove” by Leo Tolstoy, (pp. 838-855) ● Teach Informational Texts (pp. 878-883) ● Teach Comparing Literary Works (pp. 884-905) 		<ul style="list-style-type: none"> ● ONGOING: Prewriting, Rough Draft, Edit, Revise, and Final Copy (*see Essay Scorer); Writing Workshop: Research Report (pp. 988-997) FINAL COPY/RESEARCH REPORT DUE AT END OF UNIT

Unit 6: Themes in Folk Literature, Week 29

Reading Skills: Cause and Effect

SOLs: 6.4b, 6.5, 6.5d, 6.7b, 6.7f, 6.9c

Literary Analysis: Fables and Folk Tales

New SOLs: 6.4b, 6.5, 6.5b, 6.5J, 6.7c, 6.7h, 6.7k

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

d) Differentiate between first and third person point-of-view.

j) Identify transitional words and phrases that signal an author’s organizational pattern.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

c) Use a variety of prewriting strategies to generate and organize ideas.

h) Write multiparagraph compositions with elaboration and unity.

k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that word structure can be analyzed to show relationships among words.● Understand that poetry can be rhymed, unrhymed, and/or patterned.● Understand that writing should be purposefully crafted with attention to:<ul style="list-style-type: none">○ Deliberate word choice;○ Precise information and vocabulary;○ Sentence variety; and○ Tone and voice.	<ul style="list-style-type: none">● Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>.● compose with attention to central idea, unity, elaboration, and organization.● Write on any central theme or topic demonstrating elaboration, coherence, and unity.● Elaborate to give detail; add depth; and continue the development of an idea.● Incorporate variety into sentences, using appropriate: modifier

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach one selection from Pairing 2; “The Lion and the Bulls” by Aesop AND “A Crippled Boy,” by My-Van Tran (pp. 848-853) ● Word Study: Suffix -ous ● Grammar (Independent and Subordinate Clauses) (pp. 854) 		<ul style="list-style-type: none"> ● ONGOING: Prewriting, Rough Draft, Edit, Revise, and Final Copy (*see Essay Scorer); Writing Workshop: Research Report (pp. 988-997) FINAL COPY/RESEARCH REPORT DUE AT END OF UNIT

Unit 6: Themes in Folk Literature, Week 30

Skill: Cause and Effect

6.4 b, 6.5 a, 6.5 d, 6.5 k, 6.7 f, 6.9 c, 6.9 d

Literary Analysis: Myths

New SOLs: 6.4 b, 6.5 a, 6.5 b, 6.5 j, 6.7 h, 6.9 d

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

a) Engage in writing as a recursive process.

b) Choose audience and purpose.

j) Select vocabulary and information to enhance the central idea, tone, and voice.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

h) Write multiparagraph compositions with elaboration and unity.

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

d) Cite primary and secondary sources.

ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
<ul style="list-style-type: none">● Understand that word structure can be analyzed to show relationships among words.● Understand that a primary source is an original document or a firsthand or eyewitness account of an event.● Understand that a secondary source discusses information originally presented somewhere else. Secondary sources	<ul style="list-style-type: none">● Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>.● Identify setting as time and place.● Explain plot as:<ul style="list-style-type: none">○ The development of the central conflict and resolution;○ The sequence of events in the story; and○ The writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens.● Identify characters as protagonist and antagonist.● Determine a theme and explain how it is developed through specific details.● Identify internal and external conflicts, including:

	<p style="text-align: center;">Internal conflicts within characters; External conflicts between characters</p> <ul style="list-style-type: none"> ● Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. ● Describe how characters change as a result of incidents ● Recognize poetic forms, including but not limited to: <ul style="list-style-type: none"> ○ Haiku ○ Limerick ○ Ballad ○ Free verse ● Identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information. ● Elaborate to give detail; add depth; and continue the development of an idea. ● Understand and use the online, print, and media references ● Differentiate between a primary and a secondary source. ● Provide a list of sources using a standard form for documenting primary and secondary sources
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PRIMARY Resources and Activities.	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Teach both selections from Pairing 3; "Arachne," by Olivia E. Coolidge, AND "The Whale Rider," by Witi Ihimaera (pp. 856-873) ● Grammar: Simple, Compound, and Complex Sentences (pp. 875) ● Test Practice: Reading (Cause and Effect) (pp. 876-877) 		<ul style="list-style-type: none"> ● ONGOING: Prewriting, Rough Draft, Edit, Revise, and Final Copy (*see Essay Scorer); Writing Workshop: Research Report (pp. 988-997) FINAL COPY/RESEARCH REPORT DUE AT END OF UNIT

Unit 6: Themes in Folk Literature, Week 31

6.3, 6.5f, 6.6i

New SOLs: 6.3, 6.5 f, 6.6 j

**Skills: Drawing Conclusions; Making Inferences
Literary Analysis: Comparing Elements of Fantasy**

6.3 The student will determine the purpose of media messages and examine how they are constructed.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

f) Draw conclusions and make inferences using the text for support.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

j) Analyze ideas within and between selections providing textual evidence.

<p align="center">ESSENTIAL UNDERSTANDINGS All students should:</p>	<p align="center">ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> ● Use evidence from the text(s) for support when drawing conclusions, making inferences. ● identify common patterns of organizing text including: chronological or sequential, comparison/contrast, cause and effect, Problem-solution; Generalization and process.

<p align="center">PRIMARY Resources and Activities</p>	<p align="center">SUPPLEMENTAL Resources and Activities</p>	<p align="center">TEACHER NOTES</p>
<ul style="list-style-type: none"> ● Test Practice: Informational Texts (pp. 883) ● Teach one selection from Pairing 4, “Mowgli’s Brothers,” by Rudyard Kipling OR “ James and the Giant Peach,” by Roald Dahl, (pp. 884-905) 	<ul style="list-style-type: none"> ● Informational Texts, (News Release and Encyclopedia Entry) (pp. 878-883) SOL 6.3 	<ul style="list-style-type: none"> ● ONGOING: Prewriting, Rough Draft, Edit, Revise, and Final Copy (*see Essay Scorer); Writing Workshop: Research Report (pp. 988-997) FINAL COPY/RESEARCH REPORT DUE AT END OF UNIT

Unit 6: Themes in Folk Literature, Week 32

SOLs: 6.1 a, c, 6.4 b, 6.5 j, l, 6.7 c

Writing SOLs: 6.7 e, f, 6.8 a, 6.9 a, b, c, d, e

NEW SOLs: 6.1 b, f, 6.4 b, 6.5 h, k, 6.7 d

Writing SOLs: 6.7.g, h, 6.9 b, c, d, e

Skill: Setting a Purpose for Reading

Literary Analysis: Personification

6.1 The student will use effective oral communication skills in a variety of settings.

b) Participate as a facilitator and a contributor in a group.

f) Summarize and evaluate group activities.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

6.5 The student will read and demonstrate of a variety of fictional texts, literary nonfiction, and poetry.

h) Identify and analyze the author’s use of figurative language.

k) Use reading strategies to monitor comprehension throughout the reading process.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

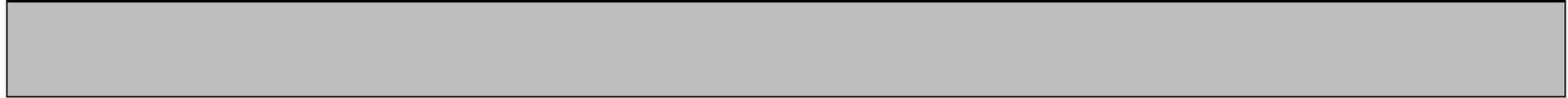
d) Organize writing to fit mode or topic.

<p align="center">ESSENTIAL UNDERSTANDINGS</p> <p align="center">All students should:</p>	<p align="center">ESSENTIAL KNOWLEDGE AND SKILLS</p> <p align="center">To be successful with this standard, students are expected to:</p>
<ul style="list-style-type: none"> ● Understand that word structure can be analyzed to show relationships among words. ● Understand that imagery and figurative language enrich texts. 	<ul style="list-style-type: none"> ● pose and respond to questions. ● evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group. ● use a checklist and/or rubric to evaluate the participation of self and others. ● Separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>. ● notice an author’s craft, including use of :

	<ul style="list-style-type: none"> o language patterns; o sentence variety; o vocabulary; o imagery; o figurative language; and o word choice to develop mood and tone ● recognize and analyze an author’s use of figurative language including: <ul style="list-style-type: none"> o simile o hyperbole o metaphor o personification ● Demonstrate comprehension and apply strategies to write about what is read. ● Develop the topic using relevant facts, definitions, details, quotations, and/or examples. ● Provide an appropriate conclusion for the purpose and form of writing.
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none"> ● Choose one of the following selections; “Why the Tortoise’s Shell is not Smooth,” by Chinua Achebe OR “He Lion, Brun Bear, and Bruh Rabbit,” by Virginia Hamilton (pp. 914-929) ● Test Practice: Unit 6 Review (pp. 1104-1009) ● FINAL COPY OF RESEARCH REPORT: Writing Workshop; Research Report (pp. 988-997) ● Benchmark Test 12 (Unit 6 Resources, pp. 221-226) 	<ul style="list-style-type: none"> ● 	

Week 33-34 SOL Review



ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
	<ul style="list-style-type: none">•

PRIMARY Resources and Activities.	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<ul style="list-style-type: none">•		<ul style="list-style-type: none">•



ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
	<ul style="list-style-type: none"> •

PRIMARY Resources and Activities.	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
•		•



ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students are expected to:
	<ul style="list-style-type: none"> •

PRIMARY Resources and Activities.	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
•		•

