

Unit	Standards	Focus
8/26 to 9/26 Introduction to Readers/Writers Workshop Team Building and Building Relationships	6.R.1.1 Students can expand word meanings using word categories and word part. 6.R.2.1 Students can utilize direct and implied meaning to comprehend text. 6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. 6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry. 6.W.1.4 Students can summarize information from references to compose text. 6.W.1.1 Students can compose narrative and descriptive text of three paragraphs. 6.W.1.3 Students can identify purpose and audience in writing. 6.LVS.1.1 Students can interpret the purpose and control of the presentation by observing the speaker's verbal and nonverbal cues. 6.GWV.1.1 Students will identify and use a variety of sentence patterns. 6.GWV.2.1 Students will identify parts of speech and correct usage. 6.GWV.3.1 Students will identify and use contractions and serial commas.	Language Arts: <ul style="list-style-type: none"> • Students will be introduced/reintroduced to building/classroom rules and expectations. • Students will be introduced to classroom routines related to journaling, reading logs, writer's notebooks, etc. • Students will be introduced to norms and expectations related to classroom performance on an individual, small group and whole group performance. Reading Skills- <ul style="list-style-type: none"> • Students will be introduced/reintroduced to the comprehension strategies of, monitoring for understanding, questioning, visual imagery, connecting to prior knowledge & experience (6.R.2.1, 6.W.1.4) • Students will compare and contrast a variety of texts and text structures (6.R.3.1) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) Writing Skills- <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and describe in writing the similarities and differences in related short pieces of fiction and nonfiction, including narrative and descriptive pieces. (6.W.1.1) • Students will identify purpose and audience in writing (6.W.1.3) • Students will have opportunities to summarize and reflect on viewing experiences (6.W.1.1) Listening, Viewing and Speaking Skills- <ul style="list-style-type: none"> • Students will have opportunities to interpret the purpose and content of short viewing experiences. (6.LVS.1.1) QRI- Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (7.R.2.2) (7.R.5.3)

Unit One Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Various anthologies of short texts including those drawn from available text series</p> <p>Related newspaper articles, magazine articles, and nonfiction excerpts</p> <p>Journals/Notebooks as selected by teacher</p> <p>Teacher Resources-</p> <p>The Reading Teachers Book of Lists (Fry, et al)</p> <p>The First Six Weeks of School (Denton & Kriete, ISBN: 978-1892989048)</p> <p>Teaching Reading in the Middle School, chapters 3 & 6 (Robb, ISBN: 978-0590685603)</p> <p>Less is More: Teaching Literature With Short Texts. chapters 1 & 2 (Campbell, ISBN: 978-1571107107)</p> <p>In the Middle, chapters 4, 5 & 6 (Atwell, ISBN: 978-0867093742)</p> <p>Schools of Fish! (Strand, ISBN: 978-1401303006)</p> <p>35 Must-Have Assessment and Record Keeping Forms for Reading 4-8 (Robb, ISBN: 978-0439241212)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Students Will</p> <ul style="list-style-type: none"> • <i>Identify subject and verb in simple sentences (M) (6.GWV.1.1)</i> • <i>Construct simple sentences (M)</i> • <i>Identify the functions of the apostrophe (contract, possess) (M) (6.GWV.2.1)</i> • Be gradually introduced to the TCMS 6th Grade Prefixes and their meanings (dis, mis, un, re, pre) (6.GWV.5.2, 6.R.1.1) • Edit their writing for fragments (6.GWV.1.1) • Be introduced to the proper use of spell and grammar check (6.GWV.2.1) • Differentiate between the need for its vs. it's (6.GWV.2.1) • Have opportunities to edit their own work use of the apostrophe (6.GWV.2.1) • Be introduced to the serial comma in sentences containing simple lists and provided with opportunities to include list sentences in their writing (6.GWV.3.1)
	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <ul style="list-style-type: none"> Teacher developed checklists for skills mastery Scored Personal Impromptu Piece: Reflection or summary written in response to viewing experience and scored using the Craft and Convention Rubric Complete Qualitative Reading Inventory 4 Assessment

Unit 9/29 to 11/9	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Reading & Writing to Communicate, Inform (Biographical Feature Article)</p>	<p>6.R.1.1 Students can expand word meanings using word categories and word part.</p> <p>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</p> <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</p> <p>6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.</p> <p>6.R.5.2 Students can evaluate the credibility of informational texts.</p> <p>6.R.5.3 Students can utilize sources to locate information.</p> <p>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</p> <p>6.W.1.2 Students can revise the organization in narrative and descriptive writing.</p> <p>6.W.1.3 Students can identify purpose and audience in writing.</p> <p>6.W.1.4 Students can summarize information from references to compose text.</p> <p>6.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>6.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>6.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>6.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and summarize in writing the similarities and differences between feature articles and other forms of informational writing (may be done using excerpts, picture books, articles, etc.). (6.R.3.1) • Students will compare and contrast information about people's lives from multiple informational texts (excerpts from biographies, autobiographies, interviews, articles) (6.R.5.1) • Students will examine nonfiction text features (photos, captions, sidebars, headings, subheadings, etc.) (6.R.3.1) • Students will be introduced/reintroduced to the comprehension strategies of monitoring for meaning, determining importance and synthesizing. (6.R.2.1) • Students will differentiate between fact and opinion. (6.R.5.2) • Students will explore the issues of accuracy and credibility of information in identified sources. (6.R.5.2) • Students will be introduced to primary and secondary sources. (6.R.5.3) • Students will demonstrate an ability to summarize, paraphrase and cite a variety of sources. (6.R.5.2, 6.R.5.3) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and describe in writing the similarities and differences between biographical feature articles and other informational texts. (6.W.1.1) (6.W.1.4) • Students will explore note-taking and organizational strategies to support biographical feature article writing. (6.R.5.1, 6.W.1.4) • Student will compose and publish a biographical feature article using pre-writing, drafting, revising, editing steps to teacher specifications. (6.W.1.1, 6.W.1.2) • Students will demonstrate appropriate language choices and style for informational writing. (6.W.1.3) • Students will present information that is appropriately paraphrased, summarized and credited (three or more citations). (6.W.1.4) <p>Listening, Viewing and Speaking Skills-</p>

Unit Two Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources- Various examples of feature articles</p> <p>Various examples of student written feature articles including biographical feature articles</p> <p>Write Source 2000 Skills Book: A Handbook for Writing and Learning (Sebranek, Kemper, ISBN: 978-0669467796)</p> <p>Teacher Resources-</p> <p>Reading Teacher's Book of Lists (Fry, et al)</p> <p>Nonfiction Matters: Reading, Writing and Research in Grades 3-8 (Harvey, ISBN: 978-1571100726)</p> <p>Nonfiction Craft Lessons: Teaching Informational Writing K-8 (Portalupi, Fletcher, ISBN: 978-1571103291)</p> <p>Making It Real: Strategies for Success with Informational Texts (Hoyt, ISBN: 978-0325005379)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p> <p>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Tovani, 978-1571103765)</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Identify pronouns and link them to antecedents (M) (6.GWV.2.1)</i> • <i>Identify the TCMS 6th Grade Prefixes and their meanings (dis, mis, un, re, pre) (M) (6.GWV.5.1, 6.R.1.1)</i> • <i>Identify and create list sentences (M) (6.GWV.3.1)</i> • Explore how the addition of the TCMS 6th Grade Prefixes changes the meaning of words (6.GWV.5.1, 6.R.1.1) • Be gradually introduced to the TCMS 6th Grade Suffixes and their meanings (s/es, ed, ing, er, est, ly, ful) (6.GWV.5.1, 6.R.1.1) • Use spell and grammar check appropriately (6.GWV.2.1) • Be introduced to singular and plural verb forms (6.GWV.2.1) • Be introduced to subject/verb agreement (6.GWV.2.1) • Edit their work for fragments; pronoun/antecedent agreement; correct use of apostrophes; subject/verb agreement (6.GWV.2.1) • Differentiate between the need for its vs. it's (6.GWV.2.1) • Include list sentences in their writing when appropriate (6.GWV.2.1)
	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following: Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations</p> <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Teacher developed checklists for skills mastery</p> <p>Scored Writing to Communicate Piece: Biographical Feature Article scored using Craft and Convention Rubric</p>

Unit 11/17 to 12/16	Standards	Focus
Exploration of Poetry & Descriptive Language (Narrative, Ballad)	<p>6.R.1.1 Students can expand word meanings using word categories and word part.</p> <p>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</p> <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</p> <p>6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.</p> <p>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</p> <p>6.W.1.3 Students can identify purpose and audience in writing.</p> <p>6.W.1.4 Students can summarize information from references to compose text.</p> <p>6.LVS.1.1 Students can interpret the purpose and control of the presentation by observing the speaker's verbal and nonverbal cues.</p> <p>6.LSV.1.2 Students can organize and present narrative and informative presentations using main ideas and supporting details.</p> <p>6.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>6.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>6.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>6.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to read, discuss and summarize in writing the similarities and differences between narrative poetry/ballads and other poetry forms (6.R.2.2, 2.R.2.1, 6.R.3.1, 6.R.3.3, 6.W.1.1) • Students will identify and use specific vocabulary (stanza, verse, imagery, figurative language, mood, tone) to evaluate and discuss a wide variety of poetry written by American poets of the 1900's. (6.R.3.1, 6.R.3.3) • Students will identify literary elements, including story structure, in narrative poetry and ballads (6.R.3.2) • Students will be introduced/ reintroduced to the comprehension strategies of monitoring for meaning, making connections and sensory imagery. (6.R.2.1) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to poetry (Reading response, written conversations, response letters, summaries, etc.) (6.W.1.1) (6.W.1.3) (6.W.1.4) • Students will examine poetry and prose to evaluate the effectiveness of word choice. (6.W.1.1, 6.W.1.3) • Students will examine the narrative poetry, ballads of poets from different time periods to draw inferences related to word choice and meaning. (6.R.4.1, 6.W.1.3) <p>Listening, Viewing and Speaking Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to incorporate poetry into audiovisual presentations (examples: performance, slide shows set to music, etc.). (6.LVS.1.2) • Students will have opportunities to interpret audiovisual presentations incorporating poetry (self- and peer-evaluation) in terms of purpose and content. (6.LVS.1.1)

Unit Three Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Poetry Text Sets in buildings that include K-5 (Lists available under Book Lists link at http://www.tcsdk12.org/literacy/Literacy/Welcome.html)</p> <p>Classroom Poetry Collections (Available to middle school teachers)</p> <p>R is for Rhyme: A Poetry Alphabet (Young, ISBN: 978-1585362400)</p> <p>Poetry gathered from a variety of sources which may include internet sites, anthologies, available text series, etc.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Explore how the addition of the TCMS 6th Grade Prefixes changes the meaning of words (6.R.1.1, 6. GWV.5.1) • Be gradually introduced to the TCMS 6th Grade Suffixes and their meanings (s/es, ed, ing, er, est, ly, ful) (6.R.1.1, 6. GWV.5.1) • Use spell and grammar check appropriately (6.GWV.2.1) • Identify singular and plural verb forms in context (6.GWV.2.1) • Explore the relationship between narration and voice in narrative poetry and ballads (6.GWV.4.1) • Be introduced to 1st, 2nd and 3rd person narration (6.GWV.4.1) • Edit their work for fragments; pronoun/antecedent agreement; correct use of apostrophes; subject/verb agreement (6.GWV.2.1) • Differentiate between the need for its vs. it's (6.GWV.3.1) • Include list sentences in their writing when appropriate (6.GWV.3.1)
<p>Teacher Resources-</p> <p>Reading Teacher's Book of Lists (Fry, et al)</p> <p>Outspoken!: How to Improve Writing and Speaking Skills Through Poetry Performance (Holbrook, Salinger, ISBN: 978-0325009650)</p> <p>Wham! It's a Poetry Jam: Discovering Performance Poetry (Holbrook, ISBN: 978-1563979989)</p> <p>Poetry Matters: Writing a Poem from the Inside Out (Fletcher, 978-0380797035)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <ul style="list-style-type: none"> Teacher developed checklists for skills mastery Audiovisual Presentation Incorporating Poetry scored with teacher or class developed rubric

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploration of Narrative Elements in Story, Poetry (Short Story Including Dialogue)</p>	<p>6.R.1.1 Students can expand word meanings using word categories and word part.</p> <p>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</p> <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</p> <p>6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.5.3 Students can utilize sources to locate information.</p> <p>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</p> <p>6.W.1.2 Students can revise the organization in narrative.</p> <p>6.W.1.3 Students can identify purpose and audience in writing.</p> <p>6.W.1.4 Students can summarize information from references to compose text.</p> <p>6.W.2.1 Students can edit text for subject-verb agreement.</p> <p>6.W.2.2 Students can identify and incorporate pronouns in the writing process.</p> <p>6.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>6.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>6.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>6.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>6.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will read and interpret story containing dialogue in various forms (picture books, short story, narrative poetry) using the comprehension strategies. (6.R.2.1) • Students will have opportunities to compare & contrast and evaluate character & character development, setting, plot and theme in a variety of stories (picture books, short story, narrative poetry) orally and in written response (6.R.3.2) • Students will be introduced to the following terms: protagonist, antagonist, rising action, climax, resolution (6.R.3.2) • Students will explore the role of dialogue as it relates to characterization and plot development (6.R.3.2) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to short story, narrative poetry and text excerpts (Reading response, written conversations, response letters, summaries, etc.) (6.W.1.1) (6.W.1.3) (6.W.1.4) • Students will evaluate short story to draw inferences between word choice and meaning in their own work and that of published authors. (6.W.1.3) • Students will compose and publish a short story (including dialogue of 2 to 5 pages) for a targeted audience (6.W.1.1, 6.W.1.3) • Students will edit their short story for word choice, subject/verb agreement and pronoun usage. (6.W.1.1) (6.GWV.2.1) • Students will revise (extension of piece, adding details, deleting unnecessary information, reorganization) their short story for word choice, voice, sentence fluency, organization. (6.W.1.1) (6.W.1.2) <p>Listening, Viewing and Speaking Skills-</p> <p>QRI-</p> <p>Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (7.R.2.2) (7.R.5.3)</p>

Unit Four Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Short stories drawn from available anthologies, textbooks and internet sources</p> <p>Write Source 2000 Skills Book: A Handbook for Writing and Learning (Sebranek, Kemper, ISBN: 978-0669467796)</p> <p>Teacher Resources-</p> <p>Units of Study in the Writer's Workshop (Nia, article available online at: http://www.ncte.org/library/files/Programs/Writing_Initialive/PV0081Units.PDF)</p> <p>Units of Study: A Framework for Planning Units of Study in the Writing Workshop (Ray, ISBN: 978-0325007502)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify and list meaning for the TCMS 6th Grade Suffixes (s/es, ed, ing, er, est, ly, ful) (M)</i> • <i>Identify subject/verb disagreement in their own writing (M) (6.R.1.1, 6.GWV. 5.1)</i> • <i>Maintain subject/verb agreement in formally published writing (M) (6.GWV.2.1)</i> • Explain how the addition of the TCMS 6th Grade Prefixes and Suffixes changes the meaning of words (6.R.1.1,6.R.1.2, 6.GWV. 5.1) • Use spell and grammar check appropriately (6.GWV.2.1) • Explore the relationship narration (1st, 2nd and 3rd) and voice in short story (6.GWV.4.1) • Be introduced to coordinating conjunctions (FANBOYS) and explore their use in the writing process (6.GWV.1.1) • Be introduced to dependent clause signifiers (AAAWWUBBIS) and explore their use in the writing process (6.GWV.1.1) • Explore the use of dependent clauses used as a closer (6.GWV.1.1)
	<p>Evidence & Assessments</p> <p>Student Evidence-</p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations <p>Writer's Notebooks</p> <p>Assessment-</p> <p>Teacher developed checklists for skills mastery</p> <p>Scored Story Piece: Short story with dialogue scored using Craft and Convention Rubric</p> <p>Completed Qualitative Reading Inventory 4 Assessment</p>

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Themed Novel Study: Friendship and Loss</p>	<p>6.R.1.1 Students can expand word meanings using word categories and word part.</p> <p>6.R.1.2 Students can utilize context to comprehend words with multiple meanings.</p> <p>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</p> <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</p> <p>6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.</p> <p>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</p> <p>6.W.1.3 Students can identify purpose and audience in writing.</p> <p>6.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>6.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>6.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will read and interpret story containing dialogue in various forms (picture books, short story, narrative poetry) using the comprehension strategies. (6.R.2.1) • Students will have opportunities to compare & contrast and evaluate character & character development, setting, plot and theme in a variety of stories (picture books, short story, narrative poetry) orally and in written response (6.R.3.2) • Students will be introduced to the following terms: protagonist, antagonist, rising action, climax, resolution (6.R.3.2) • Students will explore the role of dialogue as it relates to characterization and plot development (6.R.3.2) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to short story, narrative poetry and text excerpts (Reading response, written conversations, response letters, summaries, etc.) (6.W.1.1) (6.W.1.3) (6.W.1.4) • Students will evaluate short story to draw inferences between word choice and meaning in their own work and that of published authors. (6.W.1.3) • Students will compose and publish a short story (including dialogue of 2 to 5 pages) for a targeted audience (6.W.1.1, 6.W.1.3) • Students will edit their short story for word choice, subject/verb agreement and pronoun usage. (6.W.1.1) (6.GWV.2.1) • Students will revise (extension of piece, adding details, deleting unnecessary information, reorganization) their short story for word choice, voice, sentence fluency, organization. (6.W.1.1) (6.W.1.2) <p>Listening, Viewing and Speaking Skills-</p> <p>QRI-</p> <p>Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (7.R.2.2) (7.R.5.3)</p>

Unit Five Resources	Grammar, Word Study & Vocabulary:
<p>Suggested Novels</p> <p>Students in 6th grade are expected to complete one or more of the following novels:</p> <p><i>Bridge to Terebithia</i> (Patterson, ISBN: 978-0060734015) RL: Lower 5th Grade. AUDIO AVAILABLE</p> <p><i>Maniac Magee</i> (Spinelli, ISBN: 978-0316809061) RL: Lower 6th Grade AUDIO AVAILABLE</p> <p><i>Walk Two Moons</i> (Creach, ISBN: 978-0060560133) RL: Lower 6th Grade</p> <p><i>Freak the Mighty</i> (Philbrock, ISBN: 978-0439286060) RL: Lower 6th Grade</p> <p><i>Harris and Me</i> (Paulsen, ISBN: 978-0152058807) RL: Upper 5th Grade</p> <p><i>Where the Red Fern Grows</i> (Rawls, ISBN: 978-0553274295) RL: Mid 6th Grade AUDIO AVAILABLE</p> <p><i>The Magic of the Glits</i> (Adler, ISBN: 978-1583488386) RL: 5th Grade</p> <p><i>Sun and Spoon</i> (Henkes, ISBN: 978-0061288753) RL: 4th Grade</p> <p>Other Resources</p> <p>Short stories, articles, resources and poetry to support the exploration of friendship and loss:</p> <p><i>Lonely Hearts: A Short Story Collection of Friendship</i> (Reubans, ISBN: 978-0595403974)</p> <p><i>Rudi's Pond</i> (Bunting, ISBN: 978-0618486045)</p> <p><i>Everything Will Be Okay</i> (Howe, appears in the anthology <i>When I Was Your Age: Original Stories About Growing Up</i>, ISBN: 978-0976941750)</p> <p><i>Chicken Soup for the Teenaged Soul on Love & Friendship</i> (Canfield, ed., ISBN: 978-0757300226)</p> <p><i>I Loved My Friend</i> (Poem) (Hughes, can be found on the internet)</p> <p><i>We Could Be Friends</i> (Livingston, can be found in <i>ScottForesman Literature and Integrated Studies: Grade Six</i>)</p> <p><i>Surviving the Stress of Parents' Divorce: Tito, age 11</i> (Kremenz, can be found in <i>ScottForesman Literature and Integrated Studies: Grade Six</i>)</p> <p>There are a number of student-written pieces about friendship and loss available at the following website: www.merlynspen.com</p> <p>Teacher Resources:</p> <p>Literature Circles: Voice and Choice in Book Clubs & Reading Groups (Daniels, ISBN: 978-1571103338)</p> <p>Mini Lessons for Literature Circles (Daniels, Steineke, ISBN: 978-0325007021)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Create sentences containing coordinating conjunctions (FANBOYS) (M) (6.GWV.1.1) • Identify and create sentences containing dependent clause signifiers (AAAWWUBBIS) (M) (6.GWV.1.1) • Explain how the addition of the TCMS 6th Grade Prefixes and Suffixes changes the meaning of known words (6.R.1.1, 6.GWV.5.1) • Use spell and grammar check appropriately (6.BWV.2.1) • Be introduced to the following Greek or Latin roots and their meanings: act, aqua, ast, cosm, cycle, geo, mar, phon, terr, therm, volv with an expectation for end of year mastery (6.R.1.1, 6.GWV.5.1) • Apply an understanding of introduced roots and their meanings when reading unfamiliar words (6.R.1.1, 6.GWV.5.1) <p>Evidence & Assessments</p> <p>Evidence- Artifacts that may include but are not limited to the following: Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations</p> <p>Writer's Notebooks</p> <p>Assessment- Teacher developed checklists for skills mastery</p> <p>Teacher developed checklists for participation and task completion (ex. binary grades for simple task completion)</p> <p>Student responses to literature (may be scored with TCS D Craft and Convention Personal Impromptu rubric)</p>

Unit 4/1 to 5/22	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Culture & History Through Short Text (Multicultural Mythology and Legend)</p>	<p>6.R.1.1 Students can expand word meanings using word categories and word part.</p> <p>6.R.1.2 Students can utilize context to comprehend words with multiple meanings.</p> <p>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</p> <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</p> <p>6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.</p> <p>6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.</p> <p>6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.</p> <p>6.R.5.3 Students can utilize sources to locate information.</p> <p>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</p> <p>6.W.1.3 Students can identify purpose and audience in writing.</p> <p>6.W.1.4 Students can summarize information from references to compose text.</p> <p>6.LVS.1.1 Students can interpret the purpose and control of the presentation by observing the speaker's verbal and nonverbal cues.</p> <p>6.LVS.1.3 Students will identify facts and opinions in auditory and visual information.</p> <p>6.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>6.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>6.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek & Latin roots.</p>	<p>Language Arts:</p> <p>Reading Skills-</p> <ul style="list-style-type: none"> • Students will utilize direct and implied meaning to comprehend mythology and legend representing a variety of cultures using comprehension strategies* (6.R.2.1) • Students will compare and contrast text structures (sequence, description) (6.R.3.1) • Students will compare and contrast setting, characterization, plot, and theme in mythology and legends representing a variety of cultures* (6.R.3.2, 6.R.4.1) • Students will evaluate the role and purpose of oral storytelling traditions in preserving cultural beliefs (6.R.4.1) • Students will compare and contrast different versions of similar myths and legends representing a variety of cultures (ex. creation/origin stories, trickster stories, etc.) (6.R.5.1) • Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (6.R.2.2) • Students will utilize context to comprehend words with multiple meanings (homographs, heteronyms) (6.R.1.2) <p><i>*Literature selections are expected to include Native American pieces</i></p> <p>QRI-</p> <ul style="list-style-type: none"> • Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (DACs). (6.R.2.1) (6.R.5.3) <p>Writing Skills-</p> <ul style="list-style-type: none"> • Students will respond in writing to myths and legends representing a variety of cultures (Reading response, written conversations, response letters, summaries, etc.) (6.W.1.1) (6.W.1.3) (6.W.1.4) • Students will summarize myths and legends representing a variety cultures (6.W.1.4) <p>Listening, Viewing and Speaking Skills-</p> <ul style="list-style-type: none"> • Students will have opportunities to interpret the purpose and content of storytelling presentations (6.LVS.1.1) • Students will identify facts and opinions in auditory and visual information (6.LVS.1.3)

Unit Six Resources	Grammar, Word Study & Vocabulary:
<p>Student Resources-</p> <p>Stories selected from:</p> <p><i>Native American Animal Stories</i> (BRUCHAC)</p> <p><i>Native American Stories (Myths and Legends)</i> (BRUCHAC)</p> <p>Myths and Legends representing other cultures drawn from:</p> <p>Existing Anthologies, including literature series</p> <p>Internet Resources (To be developed and posted on Literacy Webpages)</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Identify and define the following Greek or Latin roots and their meanings: act, aqua, ast, cosm, cycle, geo, mar, phon, terr, therm, volv with an expectation for end of year mastery (M) (6.R.1.1) (6.GWV.1.1)</i> • Use spell and grammar check appropriately (6.GWV.2.1) • Apply an understanding of introduced roots and their meanings when reading unfamiliar words (6.GWV.5.1)
<p>Teacher Resources-</p> <p>Units of Study in the Writer's Workshop (Nia, article available online at: http://www.ncte.org/library/files/Programs/Writing_Initiative/PV0081Units.PDF)</p> <p>Units of Study: A Framework for Planning Units of Study in the Writing Workshop (Ray, ISBN: 978-0325007502)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p>Evidence & Assessments</p> <p>Evidence- Artifacts that may include but are not limited to the following: Student Reading Logs & Responses Student Journals Assigned Graphic Organizers Posters Presentations</p> <p>Writer's Notebooks</p> <p>Assessment- Teacher developed checklists for skills mastery</p> <p>Teacher developed checklists for participation and task completion (ex. binary grades for simple task completion)</p> <p>Student responses to literature (may be scored with TCSD Craft and Convention Personal Impromptu rubric)</p> <p>QRI4 Reading Inventory</p>