6th Grade Reading/Writing/ELA Curriculum Map

Writing Unit of Study: Narrative/Genres
Reading Unit of Study: Seven Habits of a Good Reader/Elements of a Story
Writing Unit Essential Question: How can learning to write a narrative account help me become a better writer?
Reading Unit Essential Question: What are the seven habits of a good reader?
How can I identify and analyze the elements of a story?

Enduring Understanding: Reading and writing enable me to have the ability to communicate on all levels in varied experiences throughout my lifetime.

Assessment:

Reading Assessment:
Summative (final product which may include performance task and/or objective test):
Student Response Booklet
Post test (Literary Elements)
Formative:
Chapter Test
Chunking Activities
Attribute Chart
Plot Diagram

Writing Assessment:
Summative:
Narrative Writing (Final Draft)
9 Weeks Grammar Test
Formative:
Constructed Response
Writing Strategies
Daily Grammar Weekly Tests
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing/ELA</th>
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</table>
| **Standard/Element:**  
ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. | **Standard/Element**  
ELA6W2 The student demonstrates competence in a variety of genres.  
The student produces a narrative (fictional, personal) that:  
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).  
b. Creates an organizing structure appropriate to purpose, audience, and context.  
c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).  
d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).  
e. Excludes extraneous details and inconsistencies.  
f. Provides a sense of closure appropriate to the writing.  
**ELA6C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).  
**ELA6LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.  
When delivering or responding to presentations, the student:  
a. Gives oral presentations or dramatic interpretations for various purposes.  
b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).  
c. Uses language for dramatic effect.  
**ELA6C1** The student demonstrates understanding and... |
control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).

<table>
<thead>
<tr>
<th>Concept: Genres/Comprehension of Literary Texts</th>
<th>Concept: Narrative Writing/Prepositions/Rituals and Routines</th>
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<tbody>
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<td><strong>Lesson Essential Questions:</strong></td>
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<td>• What habits do good readers and listeners exhibit?</td>
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<td>• Why is it necessary to have routines?</td>
<td>• How can I relate a personal experience through writing?</td>
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<td>• Setting up a Sourcebook (p. 61 Ramp-Up Book)</td>
<td>• Classroom/school rules</td>
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<td>• America’s Choice Ramp-Up</td>
<td>• Sourcebooks</td>
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<tr>
<td>• Holes</td>
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CRCT Coach Book

Activities:
1. Introduce the rituals and routines for the classroom.
2. Overview of year
3. CRCT Coach Book Pre-Test (p.8-22)
4. Exam View 1st nine weeks Pre-Test - Glenco
5. Introduce Genres (Fiction: novel, short story, poetry, drama, fable, fairy tale, myth, legends, tall tales, folk tales, mystery, historical fiction; Nonfiction: biography, autobiography)
6. Set up student sourcebooks
7. Begin Holes focus on background knowledge and connections
8. Introduce DGP
10. Media Center Orientation
11. First Quarter Pre-Test

“Setting Up the Writer’s Workshop” (Georgia Choice Pkt)
“The Jacket” or “The Bike” by Gary DeSoto
http://www.tnellen.com.cybereng/portrait.html (I am poem)

Activities
- Introduce classroom/school-wide rules
- Introduce classroom routines
- Set-up sourcebooks
- Daily Write
- Students prepare and present a “Me-bag”
- Students write a ‘I am-Poem’ and share
- First Quarter Pre-Test
Week Two

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f. Provides a sense of closure appropriate to the writing.  
**ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.**  
vi. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers). |
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<td>- How will Daily Grammar Practice enhance my writing?</td>
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<td>- Why is it necessary to have routines?</td>
<td>- What are the types of narrative compositions?</td>
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<td>- How do you determine the importance of details in a story to form a summary?</td>
<td>- How can we relate a personal experience through writing?</td>
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<td>- How do good writers engage their readers?</td>
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<td>- What is a preposition?</td>
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<td>- How does visualization help me understand the story I am reading?</td>
<td>- Why is it important to identify prepositions?</td>
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<td>- Why is it important for me to make predictions while they read?</td>
<td>- How do graphic organizers help me plan my writing?</td>
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<td>- Why is it important for me to make inferences while they read?</td>
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- Rituals and Routines

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### Instructional Activities/Resources:
- Ramp-Up Book
- Holes
- Glenco Lesson Plans Course 1 page 7 (Teach)

### Activities:
- Reinforce Rituals and Routines
- Holes: Focus on connections, summary, determining importance, questioning, and visualization

### Miscellaneous:
Begin class with DRP (Daily Reading Practice).
Progress Monitoring will begin this week.

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### Instructional Activities/Resources:
- Classroom/school-wide rules
- Daily Grammar Practice (DGP)
  - Power point (Daily Grammar Practice New)
- DGP Student Handouts
- DGP Scavenger Hunt
- Write Source
- Easy Grammar 6 pp. 7-10
- PowerPoint (Scavenger Hunt for DCP)
- PowerPoint (Daily Grammar Practice New)

### Activities:
- Review classroom/school-wide rules
- Review classroom routines
- Introduce Daily Grammar Practice (DGP)
- Distribute DGP Student Handouts
- DGP Scavenger Hunt
- Write Source p. 93 (Introduction to Narrative Writing)
- Write Source p. 95 (Pre-Writing Activity)
- Write Source p. 96 (Student Activity)
- Prepositions - prepositional phrases
- Read “The Jacket” or “The Bike” by Gary Soto
1st Qtr. 2009  This document is a Work in Progress  Please keep notes for changes (additions and deletions) so that this can work for all.

- Students reflect on reading in Sourcebook

Miscellaneous: Begin class with DGP (Daily Grammar Practice).

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## Week Three

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**ELA6W2** The student demonstrates competence in a variety of genres.  
The student produces a narrative (fictional, personal) that:  
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).  
b. Creates an organizing structure appropriate to purpose, audience, and context.  
c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).  
d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).  
e. Excludes extraneous details and inconsistencies.  
f. Provides a sense of closure appropriate to the writing.  
**ELA6C1** The student demonstrates understanding and... |
ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).

Concept:
Comprehension of Literary Text/

Lesson Essential Questions:
- What habits do good readers and listeners exhibit?
- Why is it necessary to have routines?
- Why is it important to question as I read?
- How do you determine the importance of details in a story to form a summary?
- Why is it important to activate schema (connections) as I read?
- Why is important to form a movie in your mind as you read?
- How does visualization help me understand the story I am reading?
- Why is it important for readers to make predictions while they read?
- Why is it important for readers to make inferences while they read?

Standards Based Vocabulary:
- Prediction
- Questioning
- Visualize

Concept:
Narrative Writing/Prepositions

Lesson Essential Questions:
- What are the types of narrative compositions?
- How can we relate a personal experience through writing?
- How do good writers engage their readers?
- Why is it necessary to follow conventions in our writing?
- What is a preposition?
- Why is it important to identify prepositions?
- What are the steps of the writing process?

Standards Based Vocabulary:
- Preposition
- Engaging
- Description
| Inference | Plot |
| Setting | Characterization |
| Schema (connections) | Determining Importance |
| Summarizing | Rituals and Routines |

| Plot | Setting |
| Sensory | Dialogue |
| Personification | Alliteration |
| Onomatopoeia | Rhyme scheme |
| Simile and metaphor |

### Instructional Activities/Resources:
- CRCT Coach Book page 42
- Ramp-Up Book
- **Holes**

#### Activities:
- Reinforce Rituals and Routines
- **Holes:** Focus on connections, summary, determining importance, questioning, inference, visualize, prediction

### Miscellaneous:
**Begin class with DRP (Daily Reading Practice).**

**Progress Monitoring will continue this week.**

### Instructional Activities/Resources: Resources
- Sourcebook
- Write Source
- Razzle Dazzle
- Easy Grammar 6

#### Activities
- **Pre-Writing Activity** **Write Source p.101-106**
  - Brainstorming Chart
  - Students write 5 W’s & H Lists in Source book **Write Source p. 138**
  - Students write **Keys to Effective Writing** in Sourcebook **Write Source p. 107**
- **Mini-Lessons**
  - Organization **Write Source p. 104**
  - Personal Narrative Example & Organizer **Razzle Dazzle pp. 83 & 85**
  - Plot **Power point Elements of a Plot Diagram**
  - Conflict
- Students choose narrative writing topic from brainstorm chart (p.102)
- Students write **Keys to Effective Writing** in Sourcebook (Write Source p. 107)
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<tr>
<td><strong>Standard/Element: (focus on highlighted elements)</strong>&lt;br&gt;<strong>ELA6R1</strong>: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.&lt;br&gt;c. Relates a literary work to historical events of the period.&lt;br&gt;&lt;br&gt;e. Identifies and analyzes the elements of <strong>setting</strong>, <strong>characterization</strong>, <strong>plot</strong>, and the resolution of the conflict of a story or play:&lt;br&gt;i. internal/external conflicts&lt;br&gt;ii. character conflicts, characters vs. nature, characters vs. society&lt;br&gt;&lt;br&gt;f. Identifies the speaker and recognizes the difference between first- and third-person narration.&lt;br&gt;&lt;br&gt;<strong>ELA6R1c(I)</strong>: c. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, <strong>cause and effect</strong>, classification schemes)&lt;br&gt;<strong>ELA6R2</strong> The student understands and acquires new vocabulary and uses it correctly in reading and writing.&lt;br&gt;The student</td>
<td><strong>Standard/Element:</strong>&lt;br&gt;<strong>ELA6W2</strong> The student demonstrates competence in a variety of genres.&lt;br&gt;The student produces a narrative (fictional, personal) that:&lt;br&gt;a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).&lt;br&gt;b. Creates an organizing structure appropriate to purpose, audience, and context.&lt;br&gt;c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).&lt;br&gt;d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).&lt;br&gt;e. Excludes extraneous details and inconsistencies.&lt;br&gt;f. Provides a sense of closure appropriate to the writing.&lt;br&gt;<strong>ELA6C1</strong> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student&lt;br&gt;vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).</td>
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| a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues. | Concept:  
Comprehension of Literary Text/Elements of A Story/1st Person and 3rd Person Narration/Cause and Effect |
|---|---|

**Concept:**
Comprehension of Literary Text/Elements of A Story/1st Person and 3rd Person Narration/Cause and Effect

**Lesson Essential Questions:**
- How is the setting of the story essential to the plot?
- How does cause and effect affect the development of the plot?
- How do I distinguish between 1st and 3rd person narration?
- What are the traits of the two main characters?
- How do I determine the meaning of unfamiliar words by using context clues?
- How does the historical time period affect the plot?

**Lesson Essential Questions:**
- What are the types of narrative compositions?
- How can we relate a personal experience through writing?
- How do good writers engage their readers?
- Why is it necessary to follow conventions in our writing?
- What is a preposition?
- Why is it important to identify prepositions?

**Standards Based Vocabulary:**
- Plot
- Setting
- Characterization
- Conflict
- 1st person
- 3rd person
- Organizational Structures
- Cause and Effect
- Context Clues

**Standards Based Vocabulary:**
- Preposition
- Engaging
- Description
- Plot
- Setting
- Sensory
- Dialogue
- Personification
- Alliteration
- Onomatopoeia
- Rhyme scheme
- Simile and metaphor
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<td>Imagery</td>
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Instructional Activities/Resources:
- Glencoe Literature Georgia Treasures: “The Dog of Pompeii”, p. 28-45
- CRCT Coach Book: p. 54, 62, 46

Miscellaneous: Begin class with DRP (Daily Reading Practice).

Progress Monitoring will begin this week.

Instructional Activities/Resources:
- Resources
  - Easy Grammar 6
  - Website
- Activities
  - Adding Sensory Details
    - Write Source p. 105
    - Website [http://writing.colstate.edu/guides/processes/ddetail/pop4a.cfm](http://writing.colstate.edu/guides/processes/ddetail/pop4a.cfm)
  - Students continue rough draft
  - Prepositions ** Easy Grammar 6 pp. 16-18
  - Teacher conferencing

Miscellaneous: Begin class with DGP (Daily Grammar Practice).
### Week Five

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**ELA6R1:** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.  
e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play:  
i. internal/external conflicts  
ii. character conflicts, characters vs. nature, characters vs. society  
d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated. | **Standard/Element:**  
**ELA6W2** The student demonstrates competence in a variety of genres.  
The student produces a narrative (fictional, personal) that:  
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).  
b. Creates an organizing structure appropriate to purpose, audience, and context.  
c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).  
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**ELA6C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student  
vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers). |

**Concept:**  
Comprehension of Literary Text/Elements of A Story/Conflict  

**Concept:**  
Narrative Writing/Prepositions

**Lesson Essential Questions:**  
- What conflicts do the characters face and how are these conflicts resolved?  
- How do I recognize the theme of a story?  

**Lesson Essential Questions:**  
- What are the types of narrative compositions?  
- How can we relate a personal experience through writing?  
- How do good writers engage their readers?  
- Why is it necessary to follow conventions in our writing?  
- What is a preposition?  
- Why is it important to identify prepositions?
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**Miscellaneous:** Begin class with DRP (Daily Reading Practice).

**Activities**

- **Revision**
  - Young Author’s Revising Questions (Razzle Dazzle p. 119)
  - Structure
    - Beginning
    - Middle
    - End (Conclusion) Write Source p. 105
- Teacher models conferencing skills for editing and revision
- Students work in groups sharing papers and provide feedback.

**Editing**

- Write Source Book pages 125-128
- Razzle Dazzle p. 142-143

**Miscellaneous:** Begin class with DGP (Daily Grammar Practice).
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<td><strong>g.</strong> Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme</td>
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<tr>
<td><strong>h.</strong> Responds to and explains the effects of sound, <strong>figurative language</strong>, and graphics in order to uncover meaning in literature:</td>
<td>a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).</td>
</tr>
<tr>
<td>i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)</td>
<td>b. Creates an organizing structure appropriate to purpose, audience, and context.</td>
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<tr>
<td>ii. Figurative language (i.e., simile, metaphor, hyperbole, personification)</td>
<td>c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).</td>
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<tr>
<td>iii. Graphics (i.e., capital letters, line length, bold face print, italics).</td>
<td>d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).</td>
</tr>
<tr>
<td><strong>ELA6LSV2</strong> The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.</td>
<td>e. Excludes extraneous details and inconsistencies.</td>
</tr>
<tr>
<td>When delivering or responding to presentations, the student:</td>
<td>f. Provides a sense of closure appropriate to the writing.</td>
</tr>
<tr>
<td>a. Gives oral presentations or dramatic interpretations for various purposes.</td>
<td><strong>ELA6C1</strong> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</td>
</tr>
<tr>
<td>b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).</td>
<td>vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).</td>
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<tr>
<td>c. Uses language for dramatic effect.</td>
<td><strong>Writing/ELA</strong></td>
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<td>Concept:</td>
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<tr>
<td>Poetry/Figurative Language/Literary Devices</td>
<td>Narrative Writing/Prepositions</td>
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</table>

**Lesson Essential Questions:**
- What are the literary devices used in poetry?
- How do I identify the various literary devices used in poetry?

**Lesson Essential Questions:**
- How can we relate a personal experience through writing?
- Why is it necessary to follow conventions in our writing?
- What is a preposition?

**Standards Based Vocabulary:**
- Poetry
- Sound
- Alliteration
- Onomatopoeia
- Rhyme scheme
- Simile
- Metaphor
- Hyperbole
- Personification
- Figurative Language
- Tone
- Graphics

**Standards Based Vocabulary:**
- Preposition
- Engaging
- Description
- Plot
- Setting
- Sensory
- Dialogue
- Personification
- Alliteration
- Onomatopoeia
- Rhyme scheme
- Simile and metaphor
- Imagery
<table>
<thead>
<tr>
<th>Instructional Activities/Resources:</th>
<th>Instructional Activities/Resources:</th>
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</thead>
<tbody>
<tr>
<td>● Glencoe Literature Georgia Treasures</td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>● CRCT Coach Book: 42, 66</td>
<td>● Write Source</td>
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<td>● Easy Grammar</td>
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<td></td>
<td><strong>Activities</strong></td>
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<td>● Publishing Sourcebook entry **Write Source p. 129</td>
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<td>● Share Evaluating a Narrative **Write Source p. 132</td>
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<td>● Complete clean copy</td>
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<td>● Author’s Chair</td>
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<td>● Prepositions &amp; Imperative Sentences ** Easy Grammar 6 p.20</td>
</tr>
<tr>
<td></td>
<td>● Sentence Types ** Easy Grammar 6 pp. 213-215</td>
</tr>
<tr>
<td>Miscellaneous: Begin class with DGP (Daily Grammar Practice).</td>
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### Week Seven

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<th>Reading</th>
<th>Writing/ELA</th>
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<td><strong>Standard/Element:</strong>&lt;br&gt;ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.&lt;br&gt;g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme&lt;br&gt;h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature:&lt;br&gt;i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)&lt;br&gt;ii. Figurative language (i.e., simile, metaphor, hyperbole, personification)&lt;br&gt;iii. Graphics (i.e., capital letters, <strong>line length</strong>, bold face print, italics).</td>
<td><strong>Standard/Element:</strong>&lt;br&gt;ELA6W2 The student demonstrates competence in a variety of genres.&lt;br&gt;The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:&lt;br&gt;a. Creates or follows an organizing structure appropriate to purpose, audience, and context.&lt;br&gt;b. Excludes extraneous and inappropriate information.&lt;br&gt;c. Follows an organizational pattern appropriate to the type of composition.&lt;br&gt;d. Applies rules of Standard English.&lt;br&gt;ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.&lt;br&gt;When delivering or responding to presentations, the student:&lt;br&gt;a. Gives oral presentations or dramatic interpretations for various purposes.&lt;br&gt;b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).&lt;br&gt;c. Uses language for dramatic effect.&lt;br&gt;ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).</td>
</tr>
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</table>

| Concept: Poetry/Figurative Language/Literary Devices | Concept: Technical Writing/ Letter Writing/Prepositions |
### Lesson Essential Questions:
- What are the different ways an author creates tone in poetry?
- How do I identify rhyme scheme?

### Standards Based Vocabulary:
- Poetry
- Sound
- Alliteration
- Onomatopoeia
- Rhyme scheme
- Simile
- Metaphor
- Hyperbole
- Personification
- Figurative Language
- Tone
- Graphics

### Instructional Activities/Resources:
- Glencoe Literature Georgia Treasures
- CRCT Coach Book: 42, 66

### Lesson Essential Questions:
- How does knowing letter writing skills make me better at communicating?

### Standards Based Vocabulary:
- Purpose
- Audience
- Engaging
- Format

### Instructional Activities/Resources:
- Resources
  - Easy Grammar 6
  - Optional Handouts

### Activities
- Instructional Letter Writing Handout **Easy Grammar 6 pp. 216-217
- Student Prompt for letter writing
- Follow writing process
- Author’s Chair
- Preposition or Adverb? **Easy Grammar 6 p. 22
- Preposition Review **Easy Grammar 6 p. 23-26

### Miscellaneous:
Begin class with DGP (Daily Grammar Practice).
### Week Eight

<table>
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<tr>
<th>Reading</th>
<th>Writing/ELA</th>
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<tr>
<td><strong>Standard/Element:</strong> ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that: a. Identifies and analyzes <strong>sensory details</strong> and <strong>figurative language</strong>. (I)c. Applies knowledge of <strong>common organizational structures</strong> and patterns (e.g., transitions, logical order, cause and effect, classification schemes <strong>compare and contrast</strong>). d. Applies knowledge of the concept that <strong>theme</strong> refers to the message about life and the world that the author wants us to understand whether implied or stated. <strong>ELA6R2</strong> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.</td>
<td><strong>Standard/Element:</strong> ELA6W2 The student demonstrates competence in a variety of genres. The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that: a. Creates or follows an organizing structure appropriate to purpose, audience, and context. b. Excludes extraneous and inappropriate information. c. Follows an organizational pattern appropriate to the type of composition. <strong>ELA6LSV2</strong> The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools. When delivering or responding to presentations, the student: a. Gives oral presentations or dramatic interpretations for various purposes. b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals). c. Uses language for dramatic effect. <strong>ELA6C1</strong> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student b. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).</td>
</tr>
</tbody>
</table>
Lesson Essential Questions:
- How can I use sensory details to form a snapshot in my mind about the story?
- Why does an author use figurative language?
- What are common organizational structures?
- Why does the author choose to use compare/contrast to organize the story?
- How do I recognize theme in the story?

Lesson Essential Questions:
- Why is it important to write instructions in the correct order?
- How does identifying the direct object in a sentence help learn parts of speech?
- What is an infinitive?

Standards Based Vocabulary:
- Figurative language
- Sensory details
- Common organizational structure
- Compare/ Contrast
- Theme

Standards Based Vocabulary:
- Chronological order
- Sequence
- Infinitive
- Audience
- Purpose

Instructional Activities/Resources:
- Glencoe Literature Georgia Treasures
- CRCT Coach Book p. 42,50
- Handouts of choice

Instructional Activities/Resources:
Resources
- Easy Grammar 6

Activities
- Preposition Assessment **Easy Grammar 6
- Direct Objects **Easy Grammar 6 pp. 31-34
- Verbs & Infinitives **Easy Grammar 6 p. 35
- Students are given a writing prompt requiring them to write instructions (recipe, making a paper airplane)
- Follow the writing process
- Teacher Conferencing
- Author’s Chair

Miscellaneous: Begin class with DGP (Daily Grammar Practice).
### Week Nine

<table>
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<tr>
<th><strong>Reading</strong></th>
<th><strong>Writing/ELA</strong></th>
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<tr>
<td><strong>Standard/Element:</strong>&lt;br&gt;ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.&lt;br&gt;For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:&lt;br&gt;a. Identifies and analyzes sensory details and figurative language. (l)c. Applies knowledge of <strong>common organizational structures</strong> and patterns (e.g., transitions, logical order, cause and effect, classification schemes <strong>compare and contrast</strong>).&lt;br&gt;d. Applies knowledge of the concept that <strong>theme refers to the message about life and the world that the author wants us to understand whether implied or stated.</strong>&lt;br&gt;&lt;br&gt;ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student&lt;br&gt;a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.</td>
<td><strong>Standard/Element:</strong>&lt;br&gt;ELA6W2 The student demonstrates competence in a variety of genres.&lt;br&gt;The student produces a response to literature that:&lt;br&gt;a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.&lt;br&gt;b. Demonstrates an understanding of the literary work.&lt;br&gt;c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.&lt;br&gt;d. Organizes an interpretation around several clear ideas, premises, or images.&lt;br&gt;e. Supports a judgment through references to the text.&lt;br&gt;f. Provides a sense of closure to the writing.&lt;br&gt;&lt;br&gt;ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student&lt;br&gt;v. Identifies and uses verb phrases – main verbs and helping verbs.</td>
</tr>
</tbody>
</table>

**Concept:**<br>Comprehension of Literary Text/Organizational Structures/Sensory Details<br><br>**Concept:**<br>Response to Literature/Verbs

**This is to introduce students to writing a response to literature. Reading teachers will have the students respond to literature in their classes.**
### Lesson Essential Questions:
- How can I use sensory details to form a snapshot in my mind about the story?
- Why does an author use figurative language?
- What are common organizational structures?
- Why does the author choose to use compare/contrast to organize the story?
- How do I recognize theme in the story?

### Standards Based Vocabulary:
- Figurative language
- Sensory details
- Common organizational structure
- Compare/Contrast
- Theme

### Instructional Activities/Resources:
- Glencoe Literature Georgia Treasures
- CRCT Coach Book p. 42, 50
- Handouts of choice

### Lesson Essential Questions:
- How does writing a response to literature help me comprehend what I read?
- What strategies can I use to plan and develop my response to literature?
- What format is used when writing a response to literature?
- What are helping verbs?
- What are irregular verbs?
- Why is it important to know the difference between helping and regular verbs?

### Standards Based Vocabulary:
- Verbs
- Helping verbs
- Verb phrases
- Comprehension
- Response to Literature

### Instructional Activities/Resources:
- Write Source
- Easy Grammar 6

### Activities
- Response to Literature Introduction **Write Source p. 283
- Student Activity **Write Source pp. 284-286
- Helping Verbs **Easy Grammar 6 pp. 40-44
- Irregular Verbs **Easy Grammar 6 pp. 45-56
- Direct Object Review **Easy Grammar 6 pp. 57-61

### Miscellaneous:
Begin class with DGP (Daily Grammar Practice).