





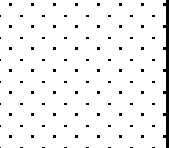









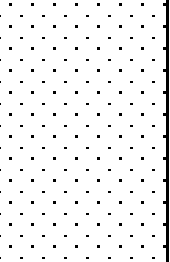




| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | |  |
|--|--|-------------------------------------|---|---|
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| Session 1 (8 weeks) | | | | |
| | | | | |
| RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Students will compare and contrast different texts. | 10 | Class discussion, literary response, journal response, dramatization, informative/explanatory writing, Informational text response, graphic organizers, oral presentations, argument writing, reflective essay, art, grammar wall/word wall | Antagonist, Character Development, Protagonist, Courage, Obstacles, Historical Events |
| RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Students will provide a non-biased summary of the text. | 5 | | |
| W.6.1. Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from the argument presented. | Students will write arguments to support claims with clear reasons and evidence. | 15 | | |




| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | | |
|---|---|---|---|---|
|  | | | | |
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | Students will use technology to produce and publish their writing. |  | | |
| SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | Students will interpret diverse media formats and explain how it connects to the topic. | 5 | | |
| L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Vary sentence patterns for meaning, reader/listener interest, and style.* b) Maintain consistency in style and tone.* | Students will use language and conventions while speaking and listening. | 5 | | |

| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | |  |
|--|--|-------------------------------------|---|--|
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| Session 2 (8 weeks) A | | | | |
| RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Students will determine the theme and write an unbiased summary of the text. | 5 | Journal response, journal entries on figurative language, graphic organizers: aviator chart, class discussion, argument writing, dramatization, poetry, informative writing and presentation, artistic rendering, grammar/word walls. | Figurative language, idioms: "Fly in the face of", "fly off the handle", imagery, literary techniques: meter, rhyme scheme, metaphor, simile, alliteration, onomatopoeia, personification. |
| RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | Students will determine the author's point of view. | 3 | | |
| RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Students will make connections between written text and visual media. | 5 | | |
| W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Students will write informative/explanatory texts to examine a topic. | 15 | | |

| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | | |
|---|--|-------------------------------------|---|---|
|  | | | | |
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from the information or explanation presented. | | | | |
| SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Students will include multimedia components in presentations. | 5 | | |
| L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive). b) Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). | Students will demonstrate command of standard English conventions. | 7 | | |

| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | | |
|---|--|---|---|--|
|  | | | | |
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| c) Recognize and correct inappropriate shifts in pronoun number and person.* d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | |  | | |
| Session 2 (8 weeks) B | | | | |
| RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. | Students will explain how an author develops point of view | 2 | class discussion, argument writing, research and travel brochure, genealogy, multi-media presentation, dramatization, informative writing, vocabulary/grammar wall, art discussion. | Biography, Epilogue, Heritage, Legacy, Lore, Memoir, Realism, Traditional Literature |
| RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Students will analyze key individuals or events. | 5 | | |

| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | | |
|---|--|-------------------------------------|---|---|
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| Students will | | |  |  |
| RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Students will compare and contrast different presentations of the same event. | 5 | | |
| W.6.1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. | Students will write arguments to support claims with clear reasons and evidence. | 15 | | |
| W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Students will revise and edit their writing. | 5 | | |
| SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Students will differentiate between supported and unsupported reasoning. | 5 | | |

| SUBJECT: Writer's Studio (ELA Encore) GRADE: 6 | | | |  |
|--|---|-------------------------------------|---|---|
| National Common Core Standard Code & Language | | Lessons or Days Per Standard | Examples of Formative Assessments | Vocabulary |
| | | 80 | | |
| | Students will | |  |  |
| L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Students will determine the meaning of unknown and multi-meaning words. | 3 | | |