

# LITERATURE 6TH GRADE CURRICULUM MAP

Current Staff    GAYLA BRAUNS & SHANNA CONNOR						
Course						
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment
<b>Lit Novel</b>  <b>3-4 weeks</b>	Novel: Trouble River by Betsy Byars  1. Methods of Characterization 2. Plot Structure 3. Vocabulary in Literature	<b>Focus #1:</b> -physical traits -personality traits -direct & implied traits by narrator -Other characters' reactions through thoughts, speech, & actions  <b>Focus #2:</b> --Stages of Plot --Identify different stages of plot --Conflict internal & external --setting --Inference & foreshadow --predict  <b>Focus #3:</b> -- Introduce new vocabulary words -- Practice using vocabulary in conversation	plot exposition rising action climax falling action resolution internal conflict external conflict mood setting cite evidence literal meaning figurative meaning Characteristics/traits personality traits physical traits	NOVEL: Trouble River By Betsy Byars	6.RL.1 6.RL.3 6.RL.4 6.RL.5 6.RL.10   6.RI.3   6.L.4 6.L.5 6.L.6	Assignments  Quizzes  Tests  Written responses about characters  Written responses about setting changes  Written responses about conflict changes and development

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<p><b>Lit Unit 2</b></p> <p><b>4-5 weeks</b></p>	<p><b>Analyzing Character &amp; Point of View</b></p> <ol style="list-style-type: none"> <li>1. Characterization/Character Development</li> <li>2. Point of View</li> <li>3. Writing from another POV</li> </ol>	<p><b>Focus #1</b>  --development of a character through physical appearance, thoughts/speech/actions, other character's reactions, and narrator's direct comments  --Introduce protagonist &amp; antagonist  --Discuss main character vs minor/secondary character</p> <p><b>Focus #2</b>  --1st person, 2nd person, 3rd person limited, omniscient, objective  --Find evidence to support each point of view (pronouns)  --Intimate info from character vs outside narrator  --Practice with excerpts to identify</p> <p><b>Focus #3</b>  --Rewrite a story or section in another point of view</p>	<p>Characteristics/traits  personality traits  physical traits  narrator  1st person  3rd person  omniscient  objective  cite evidence  context clues</p>	<p>Lit Text/Short Stories:  Eleven  Ghost of the Lagoon  President Cleveland, Where are you?  Aaron's Gift  Flocabulary video:  Character  Point of View</p>	<p>6.RL.1  6.RL.3  6.RL.4  6.RL.6  6.RL.10</p>	<p>Assignments  Quizzes  Tests  Written responses about characters  Written responses about point of view  Descriptive writing based on a person students know  Writing a story from a different point of view</p>

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<p><b>Lit Unit 1</b></p> <p><b>4-5 weeks</b></p>	<p><b>Plot, Conflict, Setting</b></p> <ol style="list-style-type: none"> <li>1. Plot</li> <li>2. Conflict</li> <li>3. Setting--Mood</li> </ol>	<p><b>Focus #1</b></p> <ul style="list-style-type: none"> <li>--Stages of Plot</li> <li>--Identify different stages of plot</li> <li>--Inference &amp; foreshadow</li> <li>--predict</li> <li>--story map identification</li> </ul> <p><b>Focus #2</b></p> <ul style="list-style-type: none"> <li>--Internal vs External definitions &amp; example</li> <li>--Distinguish between internal &amp; external conflicts</li> <li>--Conflict &amp; its contribution to the development of characters</li> <li>--External conflict: man vs man, man vs nature, man vs society</li> </ul> <p><b>Focus #3</b></p> <ul style="list-style-type: none"> <li>--setting: time &amp; place</li> <li>--how setting affects or contributes to the conflict</li> <li>--providing evidence to support the time or era of the story</li> <li>--setting &amp; the contribution to the overall mood of the story</li> <li>--setting &amp; contribution to the development of characters</li> </ul>	<p>plot</p> <p>exposition</p> <p>rising action</p> <p>climax</p> <p>falling action</p> <p>resolution</p> <p>internal conflict</p> <p>external conflict</p> <p>mood</p> <p>setting</p> <p>cite evidence</p> <p>context clues</p>	<p>Lit Text/Short Stories:</p> <p>The School Play</p> <p>All Summer in a Day</p> <p>Lob's Girl</p> <p>Flocabulary Video: Plot, Setting, Theme</p>	<p>6.RL.1</p> <p>6.RL.2</p> <p>6.RL.4</p> <p>6.RL.5</p> <p>6.RL.6</p> <p>6.RL.10</p>	<p>Create an original "Plot Mountain"</p> <p>Assignments</p> <p>Quizzes</p> <p>Tests</p> <p>Descriptive writing about a setting students know</p>

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<p><b>Lit Novel</b></p> <p><b>3-4 weeks</b></p>	<p>Novel: Out of My Mind by Sharon M. Draper</p> <p>1. Theme  a. compassion for others  b. understanding differences</p> <p>2. Speaking &amp; listening</p>	<p><b>Focus #1:</b>  --theme of the text  -the relevance of the text  theme to student lives</p> <p><b>Focus #2:</b>  -- listening to others responses to literature  -- Orally responding to literature</p>	<p>Theme  Compassion  Discussion  Give &amp; take conversation  context clues</p>	<p>NOVEL:  Out of My Mind by Sharon M. Draper</p>	<p>6.SL.4  6.SL.5    6.RL.10</p>	<p>Assignments</p> <p>Written responses/Class discussion</p> <ul style="list-style-type: none"> <li>- Differences in people</li> <li>- Compassion for others</li> <li>- Adapting in adverse situations</li> </ul> <p>Song lyrics &amp; how they relate to the main character</p> <p>Song lyrics &amp; how they relate to the student's life</p>

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<b>Lit Drama Unit</b>  <b>4-5 weeks</b>	<ol style="list-style-type: none"> <li>1. Understanding the format of plays</li> <li>2. Speaking &amp; Listening skills</li> <li>3. Plot Development</li> </ol>		narrator dialogue scenery stage directions prop act scene gestures facial expression	Lit Text Unit 1 The Prince & The Pauper  Lit Text Unit 6 Damon & Pythias		
<b>Lit Unit 6</b>  <b>Myths, Legends, &amp; Tales</b>  <b>3-4 weeks</b>	Myths, Legends, & Tales <ol style="list-style-type: none"> <li>1. Characterization of Myths, Legends, &amp; Tales</li> <li>2. Cultural traditions</li> <li>3. Create an original myth</li> </ol>		myth legend tale oral tradition cultural values	Lit Text Unit 6		
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>Lit Unit 4</b>	Unit 4 Mood, Tone, & Style <ol style="list-style-type: none"> <li>1. identify &amp; analyze mood</li> </ol>		mood tone style	Lit Text Unit 4 All American Slurp The Jacket		

<b>Mood, Tone, &amp; Style</b>  <b>3-4 weeks</b>	2. identify & analyze tone 3. identify & analyze style (POV, dialogue, word choice, sentence structure, & imagery)		word choice figurative language sentence structure	True Story of the 3 Little Pigs		
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment
<b>Lit Novel</b>  <b>8-9 weeks</b>	Novel: Frisby 1. Methods of Characterization 2. Figurative Language 3. Plot Structure	<b>Focus #1:</b> -physical traits -personality traits -direct & implied traits by narrator -Other characters’ reactions through thoughts, speech, & actions <b>Focus #2:</b> -similes -metaphors -personification <b>Focus #3:</b> --Stages of Plot --Identify different stages of plot --Inference & foreshadow --predict -internal & external conflict	plot exposition rising action climax falling action resolution internal conflict external conflict mood setting cite evidence simile metaphor personification imagery literal meaning figurative meaning Characteristics/traits personality traits physical traits context clues	NOVEL: Mrs. Frisby and the Rats of NIMH	6.RL.1 6.RL.3 6.RL.4 6.RL.5 6.RL.10  6.RI.3 6.RI.4 6.RI.5  6.W.3a 6.W.3b	Assignments  Quizzes  Tests  Written responses about characters  Written responses about point of view  Theme Writing  Story Board/Comic Strip
<b>6TH GRADE LANGUAGE ARTS CURRICULUM MAP</b>						
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment

<b>LANGUAGE ARTS</b>  <b>Speech</b>	1. Who Am I? Speech 2. Speaking & Listening	<b>Focus #1:</b> -Speech on themselves -Brainstorming/index card usage -5 Items that apply to them <b>Focus #2</b> -voice usage -Correct grammar -Correct body Language -Eye Contact -Listening skills during presentation	speaking listening body language pronunciation & annunciation voice			
<b>LANGUAGE ARTS</b> — <b>Vocabulary</b>  <b>Weekly Focus (10-15 min)</b>	<b>Words of the Week</b> 1. FOUR words per week 2. Picture association 3. Synonyms & Antonyms 4. Original Sentence	<b>Focus</b> -definitions of FOUR words -draw picture to associate with word -Synonyms & Antonyms -create an original sentence	Synonym Antonym Context	Word of the Day book	6.L.4 6.L.4.a 6.L.4.b 6.L.4.c 6.L.4.d  6.L.5 6.L.5.a 6.L.5.b 6.L.5.c  6.L.6	End of the week quiz
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>  <b>4-5 weeks</b>	<b>Word Recognition</b> 1. Analogies 2. Synonyms/Antonyms 3. Prefix/Suffix/Roots 4. Connotations & denotations	<b>Focus #1</b> --Analogies: types, relationships, bridge type, bridge sentence <b>Focus #2</b> --Syn & Ant: similar words, opposite meanings, thesaurus usage	bridge type bridge sentence analogy synonym antonym connotation		6.L.4 6.L.4.a 6.L.4.b 6.L.4.c 6.L.4.d	Assignments  Quiz  Test

		<b>Focus #3</b> --Prefix/suffix/roots: Greek, Latin, meanings <b>Focus #4</b> --Connotations & denotations: synonym “levels” of word intensity, emotions, connections, associations, labels	denotation prefix suffix root/base word		6.L.5 6.L.5.b 6.L.5.c  6.R.L.4  6.R.I.4	Provide examples  Use/demonstrate in writing
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>  <u>Trouble River</u> research & info <b>COINCIDING with Lit Novel</b>  <b>3-5 days</b>	1. Historical Research & Background 2. Writing from another Point of View	<b>Focus #1</b> -Early Settlers -The West -Log cabins -fear of Indians -Survival skills <b>Focus #2</b> --Rewrite a section in another point of view	point of view	Trouble River Novel Internet Videos		Short research paragraph  Writing a part of story from Grandma’s POV instead of Dewey
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>	1.Nonfiction Reading 2. Nonfiction Presentation Skills 3.Speaking & Listening/Group Work	<b>Focus #1:</b> -Read from NF “Eyewitness” book series <b>Focus #2:</b> -Present information learned in front of class -note taking skills	Nonfiction Research Cooperation Speaking Listening	“Eyewitness” NF book series		Note Taking/short paragraph  Small group presentation



<b>Nonfiction Reading Skills</b>		<b>Focus #3:</b> -Cooperating in a small group for research & presentation purposes				
<b>LANGUAGE ARTS</b>  <b>Lit Unit 2 &amp; Unit 1 COINCIDING with Literature</b>  <b>1-2 weeks</b>	1. Research & Background Info 2. Narrative rewrite 3. Expository	<b>Focus #1</b> -Bora Bora -Ghosts -Presidents' trading cards -Donner Party <b>Focus #2</b> -Rewrite ending <b>Focus #3</b> -Loyalty writing	Characteristics/traits personality traits physical traits narrator 1st person 3rd person omniscient objective cite evidence context clues	Lit Text/Short Stories:  Ghost of the Lagoon  President Cleveland, Where are you?  The School Play  All Summer in a Day  Lob's Girl  NF VIDEOS that go with each	6.RL.1 6.RL.3 6.RL.4 6.RL.6 6.RL.10	Research paragraph  Descriptive writing based on a person students know  Writing the ending to "All Summer..."  Three paragraph essay on Loyalty  Descriptive writing about a setting students know
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>  <b>--USE Lit Unit 5</b>	<b>Figurative Language &amp; Writing</b> 1. Types of Figurative Language	<b>Focus #1</b> --similes, metaphors, hyperboles, personification, onomatopoeia, idioms, alliteration, assonance, imagery, irony, pun, analogy <b>Focus #2</b>	simile metaphor hyperbole personification onomatopoeia idiom	Lit Text/Poems:  Analysis of Baseball  Alone in the Nets	6.R.L.1 6.R.L.2 6.R.L.3 6.R.L.4 6.R.L.5 6.R.L.6	Create a Video: song lyrics or infomercial using figurative language  Rewrite a short story scene using Fig Lang

<p><b>2-3 weeks</b></p>	<p>2. Recognizing figurative language in poetry &amp; song 3. Writing using figurative language</p>	<p>--Identify Figurative language in a piece of literature --distinguish between different types of fig. lang. --explain the difference between literal and figurative language --Illustrate the literal meaning of an idiom <b>Focus #3</b> --Read a short story, choose a scene, &amp; rewrite it using at least 2 examples of (give 5 types of FL to include) Circle or highlight the examples so they are easy to find</p>	<p>alliteration assonance imagery irony pun literal meaning figurative meaning analogy cite evidence</p>	<p>Something Told the Wild Geese  Change  Windshield Wiper  Night Journey</p>	<p>6.R.L.7 6.R.L.9 6.R.L.10  6.L.5 6.L.5a 6.L.5b 6.L.5c 6.L.6  6.W.3 6.W.3.b 6.W.3.c 6.W.3.d  6.W.4 6.W.5 6.W.6  6.SL.1 6.SL.1a 6.SL.1b 6.SL.2 6.SL.4 6.SL.5 6.SL.6</p>	<p>Personification writing  Imagery writing  Changing form writing  Assignments  Quizzes  Tests</p>
<p><b>Unit/ Length</b></p>	<p><b>Big Ideas</b></p>	<p><b>Basic Outline/ Structure</b></p>	<p><b>Content Vocabulary</b></p>	<p><b>TEXT</b></p>	<p><b>CCSS</b></p>	<p><b>Assessment</b></p>
<p><b>LANGUAGE ARTS</b>  <b><u>Out of My Mind</u> research &amp;</b></p>	<p>1. Research &amp; Background info 2. Speaking &amp; listening</p>	<p><b>Focus #1:</b> -Cerebral Palsy -Author Sharon Draper  <b>Focus #2:</b> -- listening to others responses to literature</p>	<p>Theme Compassion Discussion Give &amp; take conversation context clues</p>	<p>NOVEL: Out of My Mind by Sharon M. Draper  Internet  Videos (Stephen Hawkins)</p>	<p>6.SL.4 6.SL.5  6.RL.10</p>	<p>Research paragraph</p>

<b>info COINCIDING with Lit Novel</b>		-- Orally responding to literature				
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>  <b>--USE Lit Unit 7</b>  <b>2-3 weeks</b>	<b>Biography &amp; Autobiography</b> <ol style="list-style-type: none"> <li>1. Characteristics of biography vs autobiography</li> <li>2. Main Ideas &amp; details</li> <li>3. Compare &amp; Contrast</li> </ol>	<b>Focus #1</b> --compare & contrast the characteristics of biography vs autobiography --autobiography-recognize how autobiography lends itself to more personal connections --sequence in bio/autobio important to understanding	biography autobiography cause/effect sequence cite evidence	Lit Text/Bio Excerpts:  Helen Keller: Story of My Life  Spellbinder: Harry Houdini  Matthew Henson at the Top of the World	6.R.L.1 6.R.L.4  6.R.I.1 6.R.I.2 6.R.I.3 6.R.I.4 6.R.I.5 6.R.I.6	Read biography & create a PowerPoint Project with specific info  Develop a personal narrative  Create a photo documentary biography of

<b>1-2 weeks (project)</b>		--cause & effect in bio/auto shows how events in a work are related <b>Focus #2</b> --identify main idea of a paragraph or section --identify supporting details for a main idea --types of supporting details anecdotes, examples, statements, descriptions <b>Focus #3</b> --compare two writings of bio or autobio --contrast two writings of bio or autobio		Choice of Bio/Auto book for report	6.R.I.7 6.R.I.8 6.R.I.9 6.R.I.10  6.W.1 6.W.1.a 6.W.1.b 6.W.1.c 6.W.1.d 6.W.1.e	a classmate or ordinary person  Assignments  Quizzes  Tests
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment
<b>LANGUAGE ARTS</b>  <b>Novel: The Watsons Go to Birmingham 1963</b>	1. Reading Historical Fiction 2. Historical research 3. Understanding 1960s Era info	<b>Focus #1</b> -Reading HF novel -Literary Elements -Use of “real” info <b>Focus #2</b> -Research: MLK, KKK, Rosa Parks, Ruby Bridges, Malcolm X, 16th Street Baptist Church Bombing, Selma, Flint MI, Birmingham AL <b>Focus #3</b>	historical fiction	Novel: The Watsons Go to Birmingham 1963  Internet  Library books  NF Videos		Assignments  Research Project (posters or powerpoint)

		-clothing, songs, Civil Rights,cars, etc		"4 Little Girls" Documentary		
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>LANGUAGE ARTS</b>  <b>--USE Lit Unit 8</b>  <b>2-3 weeks</b>	<b>Information, Argument, &amp; Persuasion</b> 1. Text features 2. Summarize 3. Argument	<b>Focus #1</b> --analyze the importance of text features to understand textual info --subheadings, graphics, graphic aids, captions, sidebar --main idea details --purpose for reading <b>Focus #2</b> --repeated words, first & last sentences, synonyms/similar words, transitions, important paragraphs, key points --use a wide variety of graphic organizer to summarize a selection --practice summarizing using a variety of texts	analyze summarize argumentative graphics side bar caption subheading heading cite counterclaim/argument transitions key points	Lit Text/Articles:  SuperCroc  Bird Brains  The First Emperor/Digging up the Past  What Video Games Teach Us/Violent side of Video Games	6.R.L.1 6.R.L.4  6.R.I.1 6.R.I.2 6.R.I.3 6.R.I.4 6.R.I.5 6.R.I.6 6.R.I.7 6.R.I.8 6.R.I.9 6.R.I.10  6.W.1	Write a "pro" argument  Write an "anti" argument  Debate  Write an argumentative essay  Write a "How to"

		<b>Focus #3</b> --claim, support, cite evidence, persuasive techniques, counter argument, transitions --show a variety of print and non-profit advertisements --write “pro” topic argument in small group --write “anti” topic argument in small group --research a particular topic pro/con --reliable vs unreliable source			6.W.1.a 6.W.1.b 6.W.1.c 6.W.1.d 6.W.1.e	
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment
<b>LANGUAGE</b> <b>ARTS</b> <b>How-To</b> <b>Essay</b> <b>(Expository)</b>  <b>Demonstration</b> <b>on Speech</b>  <b>(3-4 weeks)</b>	<b>How-To Essay &amp; Speech</b> 1.Process writing 2.Use of Transitions 3.Speaking & Listening	<b>Focus #1:</b> -Brainstorming -Intro -Body—step-by-step -Conclusion -Editing & Revising <b>Focus #2</b> -transitions involving time, addition, sequence, conclusions, etc <b>Focus #3:</b> -enunciation -eye contact -voice -correct grammar -fluidity of speech -proper body posture & movement	Transitions Introduction Body Conclusion Indent Grammar Punctuation Edit Revise  Voice projection Eye Contact Enunciation Posture	Internet search if needed	6.W.2 6.W.2.a 6.W.2.b 6.W.2.c 6.W.2.d 6.W.2.e 6.W.2.f  6.W.4 6.W.5 6.W.6  6.SL.4 6.SL.5 6.SL.6	Three paragraph essay  Demonstration in front class or record with a video

		<ul style="list-style-type: none"> <li>-attentive &amp; active listening</li> <li>-proper etiquette</li> <li>-use of “props”</li> </ul>			6.L.1 6.L.1a 6.L.1b 6.L.1c 6.L.1d 6.L.1e  6.L.2 6.L.2a 6.L.2b  6.L.3 6.L.3a 6.L.3b	
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	TEXT	CCSS	Assessment
<b>LANGUAGE ARTS</b>  <b>Argumentative Essay</b>  <b>(2-3 weeks)</b>	<b>Argumentative Essay</b> 1. Research 2. Arguing a side 3. Counterargument	<b>Focus #1:</b> <ul style="list-style-type: none"> <li>-reliable website searches</li> <li>-arguments “PRO”</li> <li>-arguments “CON”</li> <li>-statistics</li> <li>-factual information</li> <li>-expert sources</li> </ul> <b>Focus #2:</b> <ul style="list-style-type: none"> <li>-detailed elaboration on the “PRO” argument</li> <li>-support/evidence must be solid/substantial</li> <li>-use of different sources</li> <li>-use of statistics to back your argument</li> </ul> <b>Focus #3:</b> <ul style="list-style-type: none"> <li>-simply state “CON” argument</li> <li>-brief summary of “CON”</li> </ul>	Pro Con For Against Claim Counterargument Counterclaim Statistics Evidence Citing work Reliable Valid	Pro-Con.org website Google search	6.W.1 6.W.1.a 6.W.1.b 6.W.1.c 6.W.1.d 6.W.1.e  6.W.2 6.W.2.a 6.W.2.b 6.W.2.c 6.W.2.d 6.W.2.e 6.W.2.f  6.W.4 6.W.5	SIX paragraph essay -Intro -3 PRO Body paragraphs -Counterargument -Conclusion

					6.W.6 6.W.7 6.W.8	
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>Spelling</b>  <b>Week-long Lessons OR mini-lessons/focus sporadically placed throughout year</b>	Spelling Lessons 1.Context 2.Synonyms/antonyms 3.Usage/definitions 4. Correct spelling	<b>Focus #1:</b> -using specific “rules” to help remember spelling -using words in context <b>Focus #2:</b> -finding synonyms & antonyms of given words in lesson <b>Focus #3:</b> -how to use words -knowing the definitions of words <b>Focus #4:</b> -being able to spell words correctly	Usage Context Synonyms Antonyms Analogies	Spelling Textbook 6 Houghton-Mifflin  600+ Confusion English Words Explained  Internet searches		Assignments from text  Writing assignments
<b>Unit/ Length</b>	<b>Big Ideas</b>	<b>Basic Outline/ Structure</b>	<b>Content Vocabulary</b>	<b>TEXT</b>	<b>CCSS</b>	<b>Assessment</b>
<b>Grammar</b>  <b>Sporadically placed throughout year as mini-lessons to go with writings</b>	Usage of Grammar in Writing 1. Parts of Speech 2. Comma Usage 3. Complete Sentences & fragments	<b>Focus #1:</b> -nouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions <b>Focus #2:</b> compound sentences, series, phrases <b>Focus #3:</b> -clauses, independent/dependent,		Self-made “worksheets”	6.L.1 6.L.1a 6.L.1b 6.L.1c 6.L.1d 6.L.1e  6.L.2 6.L.2a 6.L.2b  6.L.3 6.L.3a 6.L.3b  6.L.4 6.L.4a	Usage in Writing  Focus assignments



					6.L.4b	