

# Curriculum Map/Pacing Guide

**School:** Hazard Middle School

**Grade Level:** 6th

**Subject:** ELA

Unit 1: “Freak the Mighty”			
KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b>Reading (Literature)</b> RL 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p><b>Language/Grammar</b> L.6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b>Composition</b> C.6.1, 6.3, 6.5, 6.7</p>	<p><b>WEEK 1</b> Before beginning “Freak the Mighty,” review literary elements, plot and plot structure. Use a children’s picture book to review plot.</p> <p><b>WEEK 2</b> Begin reading, “Freak the Mighty.” Read chapters 1-6. <u>Vocabulary:</u> phony, invention, fierce, consequences, scuttle, propulsion, sobriquet, demeanor, trajectory, converging, alternatives</p> <p><b>WEEK 3</b> Continue reading, “Freak the Mighty.” Read chapters 7-13. <u>Vocabulary:</u> possessed, hoodlum, evasive, archetype, steed, divulged, optimum, camouflage, fealty, retrieval, oath, particular, urgency, ringer,</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>*I can define textual evidence.</li> <li>*I can explain how textual evidence reaches a logical conclusion.</li> <li>*I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.</li> <li>*I can define a theme in a story.</li> <li>*I can analyze a plot.</li> <li>*I can give a summary distinct of my own opinions.</li> <li>*I can define and identify the elements of plot structure. (climax, resolution, exposition, etc)</li> <li>*I can determine qualities of characters in a text based on an author’s direct and indirect characterization.</li> <li>*I can distinguish varying character types.</li> <li>*I can explain how characters change during a story.</li> </ul>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Create a “life-size” character from the story. Students will include various features, including eyes, ears, mouth, etc. Each feature will have specific guidelines students must find. For example, by the heart, students will explain who/what the character loves most in the story and explain with textual evidence.</li> <li>2. Create a “How to be a good friend” brochure. It must include textual evidence and specific examples from the book supporting their ideas.</li> <li>3. Draw a picture of either Freak or Max. Be sure to give them 5 traits, explained with textual evidence. Must include the page number and first 5 words of the sentence you are using as evidence.</li> <li>4. “Freak the Mighty” chapter questions/activities.</li> <li>5. “Freak the Mighty” summative test.</li> </ol>

	<p>automatic, moron, dyslexic, miraculous, detention</p> <p><b><u>WEEK 4</u></b></p> <p>Continue reading, "Freak the Mighty" Read chapters 14-20.</p> <p><u>Vocabulary</u>: intervention, expression, obligation, pyramid, hypnotized, paralyzed, furrowed, dysfunctional, precious, ignorant, injustice, temporary, precaution, trussed, functional, accommodations</p> <p><b><u>WEEK 5</u></b></p> <p>Continue reading, "Freak the Mighty" Read chapters 20-25. (the end of the book)</p> <p><u>Vocabulary</u>: trousers, corrosive, frantic, violate, abduct, unique, aberration, obnoxious, prodigy, intensive, telemetry, tracheotomy, facilitate, manifestation, stabilized, especially</p> <p><b><u>WEEK 6</u></b></p> <p>Watch "The Mighty." Write a compare and contrast essay for the book and the story.</p>	<p>*I can define and identify various forms of figurative language. (metaphor, simile, hyperbole)</p> <p>*I can recognize the difference between denotative and connotative meanings.</p> <p>*I can identify various points-of-view in a story.</p> <p>*I can compare and contrast a story and a movie.</p> <p>*I can write an argumentative essay: movie versus book.</p> <p>*I can write a narrative.</p> <p><b><u>Time: 6 Weeks</u></b></p>	<p><b><u>Possible Critical Thinking Questions</u></b></p> <p>*What's the relationship like between Max and his grandparents?</p> <p>*Why does Max cry at the end of chapter 5?</p> <p>*Why do you think they call Max's dad Killer Kane?</p> <p>*When was a time you were in distress? Explain what happened.</p> <p>*Write a diary entry from Freak to Loretta telling her how her comments made you feel. (Freak's pov)</p> <p>*Write about a vivid school experience you have had.</p> <p>* After examining Freak's dictionary, make up 5 words for your own dictionary.</p> <p>*When is a time you were afraid? What happened?</p> <p>*Describe Freak's "special operation."</p> <p>*Was Freak a liar? Why or why not?</p> <p><b><u>Vocabulary</u></b></p> <p>Simile, metaphor, hyperbole, narrative, persuade, textual evidence, theme, inference, exposition, rising action, climax, falling action, resolution, plot, denotative, connotative, point-of-view, compare, contrast</p> <p><b><u>Composition</u></b></p> <p>1. Write a letter to Gwen telling her what you learned from her son and how your relationship with him changed you. Be sure to use textual evidence.</p>
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			<p>2. Write a narrative that coincides with the book. For example, “Write about a 4<sup>th</sup> of July that was meaningful for you, similarly to Freak’s adventure on the 4<sup>th</sup> of July.”</p> <p>3. Write an argumentative essay persuading the reader whether the movie, “The Mighty,” or the book, “Freak the Mighty,” is better. Be sure to use textual evidence from the movie and the story.</p> <p>4. Write a letter from Freak (using first person point-of-view) to Max explaining why you didn’t tell him you were sick. Be sure to use specific evidence from the story.</p>
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## Unit 2: Grammar & Narrative Writing

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b><u>Reading (Literature)</u></b> RL.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9</p> <p><b><u>Language/Grammar</u></b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b><u>Composition</u></b> 6.3, 6.4, 6.5, 6.7</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Review nouns, pronouns, adjectives, and verbs. Begin grammar foldable. Review writing good hooks/leads.</p> <p>Introduce and practice writing a thesis.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Continue foldable by adding conjunction, interjection, adverb, and preposition. Read “Dead Rising” and complete</p>	<p><b><u>Learning Targets</u></b></p> <p>*I can define narrative.</p> <p>*I can engage the reader by introducing the narrator, characters, setting, and the event that starts the story in motion.</p> <p>*I can use narrative techniques (dialogue, pacing) to develop a story line where one event logically leads to another.</p> <p>*I can use descriptive words and phrases that appeal to the sense and help my reader understand the experiences and events.</p>	<p><b><u>Reading</u></b></p> <p>1. Read “Dead Rising” about Mercy Brown in SCOPE Magazine and watch corresponding “LORE” episode. Compare/contrast the two versions.</p> <p>2. Analyze “Dead Rising” characters.</p> <p>3. Read “The Legend of Sleepy Hollow” and compare/contrast Ichabod &amp; Brom Bones’ character traits.</p> <p>4. Complete “headstone” with student character traits.</p> <p><b><u>Language/Grammar</u></b></p>

	<p>writing prompt #1, Peer edit and revise.</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Create a parts of speech game. Read “The Legend of Sleepy Hollow” and answer writing prompt #2 along with critical thinking questions. Students will complete several personal narrative starters and “headstones”.</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Students will then choose the personal narrative starter they like the most and create a personal narrative rough draft. Students should also be practicing identifying parts of speech in sentences.</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Once the students are finished with first drafts, they will peer edit. Students will then complete draft #2. Also, students will complete a drawing of their adventure. Once each student has completed the narrative and drawing, papers will be compiled to add to student writing folders.</p>	<p>*I can signal changes in time and place by using transition words, phrases, and clauses.</p> <p>*I can write a conclusion that provides a sense of closure.</p> <p>*I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>*I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>*I can use prewriting strategies to formulate ideas.</p> <p>*I can recognize that a well-developed piece of writing requires more than one draft.</p> <p>*I can apply revision strategies with the help of others. (peer editing)</p> <p>*I can edit my writing by checking for errors in punctuation, capitalization, grammar, spelling, etc)</p> <p><b><u>Time: 6 Weeks</u></b></p>	<ol style="list-style-type: none"> <li>1. Create a parts of speech game. Students’ end result must be an interactive game that can be played by at least 2 people. Rubric will be provided.</li> <li>2. Grammar foldable for notebooks.</li> <li>3. Grammar book activities.</li> <li>4. Flocabulary as a review.</li> <li>5. Grammar quizzes.</li> <li>6. Parts of speech summative test.</li> </ol> <p><i>*Grammar/language correctness will be assessed continuously throughout the year in student writing and bell ringers as well*</i></p> <p><b><u>Composition</u></b></p> <ol style="list-style-type: none"> <li>1. “Dead Rising” writing prompt #1.</li> <li>2. “The Legend of Sleepy Hollow” writing prompt #2. Refer to the story for ideas/inspiration for student narratives.</li> <li>3. Halloween-themed personal narrative, including an illustration of favorite scene. Rubric will be included.</li> </ol>
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	<p align="center"><b><u>WEEK 6</u></b></p> <p>Students will play the grammar games that were created as a review. Grammar basketball will also be played. Students will then take a parts of speech grammar test.</p>		
<p><b>Unit 3: Informative Reading and Writing</b></p>			
KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b><u>Reading (Informational)</u></b> RI.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8</p> <p><b><u>Language/Grammar</u></b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b><u>Composition</u></b> 6.2, 6.4, 6.5, 6.6, 6.7</p>	<p align="center"><b><u>WEEK 1</u></b></p> <p>Complete the history of Kentucky activity and writing prompt #1.</p> <p align="center"><b><u>WEEK 2</u></b></p> <p>Review letters and the correct format. Read articles about Veteran’s Day and write a letter thanking a veteran. Discuss text features. Complete writing prompt #2.</p> <p align="center"><b><u>WEEK 3</u></b></p> <p>Review speeches and the correct format. Complete writing prompt #3.</p> <p align="center"><b><u>WEEK 4</u></b></p> <p>Complete “paying it forward” research along with reading various articles and watching video clips of examples. Writing prompt #4.</p>	<p><b><u>Learning Targets</u></b></p> <p>*I can select a topic and identify and gather relevant information (facts, definitions, details) to share with my audience.</p> <p>*I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure.</p> <p>*I can present my information in a formal style that includes an introduction, supporting details, transitions, and provide a concluding statement/section that supports the information presented.</p> <p>*I can compose a clear and logical piece of writing that demonstrates my understanding of a writing style.</p> <p>*I can explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>*I can read closely and find answers explicitly in text and answers that require an inference.</p> <p>*I can define a central idea.</p>	<p><b><u>Reading</u></b></p> <p>1. The History of Kentucky</p> <p>A. Read 3 articles, taking notes on important dates and events.</p> <p>B. Make a timeline of the 15 most important dates.</p> <p>C. Create an informational brochure for someone visiting Kentucky.</p> <p>D. Complete informational writing prompts corresponding to the articles.</p> <p>2. Read articles about Veteran’s Day.</p> <p>3. Complete informational reading of the article about Frederick Douglass.</p> <p>A. Complete anticipatory guide with vocabulary words. (Civil Rights, Slavery, Massachusetts, Frederick Douglass, City, Maryland, Betsey Bailey, Train, Slave, 14<sup>th</sup> Amendment, Freedom, Literacy, Abolition, Edward Covey, Antislavery)</p> <p>Anticipatory guide includes character,</p>

	<p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Write and present “paying it forward” speeches to the class. Grade using a rubric.</p> <p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Peer editing and revising of writing prompts 1-3.</p>	<p>*I can analyze a text and determine how an author’s use of details conveys the central idea.</p> <p>*I can compose a summary stating the key points of the text without adding my own opinions or feelings.</p> <p>*I can analyze how an author’s choice of details and anecdotes about an individual, character, and/or event impacts the text.</p> <p>*I can recognize words that have technical meaning and understand their purpose in a specific text.</p> <p>*I can analyze why authors choose words and phrases to create an overall feel for the reader.</p> <p>*I can locate textual evidence that supports the central idea of a text.</p> <p>*I can define point-of-view as how the author feels about the situation/topic of a text.</p> <p>*I can identify the side of an argument an author presents in a text.</p> <p><b><u>Time: 6 Weeks</u></b></p>	<p>setting, problem, unknown words, and prediction sections.</p> <p><b><u>Composition</u></b></p> <ol style="list-style-type: none"> <li>1. “History of Kentucky” writing prompt #1.</li> <li>2. Veteran’s Day letters &amp; writing prompt #2.</li> <li>3. “Paying it Forward” writing prompts 3-4.</li> <li>4. Then write a speech to be included in writing folders to inform fellow students how easy “paying it forward” can be. Be sure to include specific examples in your response. Rubric will be provided.</li> </ol>
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## Unit 4: “Number the Stars”

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b><u>Reading (Literature)</u></b> RL.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Students will complete an Anticipatory guide for “Number the Stars”. Watch clips and read articles about the Holocaust to</p>	<p><b><u>Learning Targets</u></b></p> <p>*I can define textual evidence.</p> <p>*I can explain how textual evidence reaches a logical conclusion.</p>	<p><b><u>Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Literature Response Questions for “Number the Stars”.</li> <li>2. Vocabulary for “Number the Stars”.</li> </ol>

<p><b>Reading</b> <b>(Informational)</b> RI.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9</p> <p><b>Language/Grammar</b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b>Composition</b> C.6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p>	<p>give background info. Writing prompt #1. Discussion questions.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Read “Number the Stars” chapters 1-4. Complete literature response questions. Writing prompt #2.</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Read “Number the Stars” chapters 5-8. Complete literature response questions. Writing prompt #3.</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Read “Number the Stars” chapters 9-14. Complete literature response questions. Writing prompt #4.</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Read “Number the Stars” chapters 15-17. Complete literature response questions. Writing prompt #5. Complete study guide for “Number the Stars” test.</p> <p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Take “Number the Stars” test. Watch “Miracle at Midnight” and compare/contrast with “Number the Stars”.</p>	<p>*I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.</p> <p>*I can define a theme in a story.</p> <p>*I can analyze a plot.</p> <p>*I can give a summary distinct of my own opinions.</p> <p>*I can define and identify the elements of plot structure. (climax, resolution, exposition, etc)</p> <p>*I can determine qualities of characters in a text based on an author’s direct and indirect characterization.</p> <p>*I can distinguish varying character types.</p> <p>*I can explain how characters change during a story.</p> <p>*I can define and identify various forms of figurative language. (metaphor, simile, hyperbole)</p> <p>*I can recognize the difference between denotative and connotative meanings.</p> <p>*I can identify various points-of-view in a story.</p> <p><b><u>Time: 6 Weeks</u></b></p>	<p>3. Create a poster that includes a new front cover for the book, pictures of the main character(s), setting, 2 important quotes, etc. to display for a gallery walk.</p> <p>4. Complete a character analysis by drawing a character, putting character traits around them, and including textual evidence.</p> <p>5. “Number the Stars” summative test.</p> <p><b><u>Possible Literature Response Questions</u></b></p> <p>*Do any of the characters change in the story? What caused them to change?</p> <p>*How are you different from one of the characters? Explain.</p> <p>*If you could trade places with one of the characters, which one would it be and why?</p> <p>*Was there a character you didn’t like? Why didn’t you like this character?</p> <p>*What was the theme? What events helped you figure out the message?</p> <p>*Would you like to read something else by this author? Why or why not?</p> <p>*How might the story be different if it had happened somewhere else?</p> <p>*If you had been the main character in the story, would you have acted differently? Explain why or how.</p> <p>*How did you feel about this story? Would you recommend it to someone else? Why or why not?</p> <p>*What do you think was the best part of the story? Why?</p>
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**Composition**

1. Holocaust writing prompt #1.
2. "Number the Stars" writing prompts 2-5.

## Unit 5: Argumentative Writing & Debate

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b>Reading (Informational)</b> RI.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10</p> <p><b>Language/Grammar</b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b>Composition</b> C.6.1, 6.4, 6.5, 6.6, 6.7</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Complete writing prompt #1. Brainstorm pros and cons of school uniforms. Write a rough draft of the argument, including dialogue. Then students will create their comic strip, including illustrations.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Complete writing prompts 2 and 3, which extends writing prompt 1.</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Assign students topics for their speech/debate.</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Students will use their research data to write speeches. Rubric.</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Complete activities 1-5. Students will debate topics to the class. The jury will deliberate and declare a winner.</p>	<p><b><u>Learning Targets</u></b></p> <p>*I can determine the best tactics for a rebuttal during a debate and organize my ideas in preparation for anticipated response</p> <p>*I can determine an effective closing statement to further support my position on the resolution</p> <p>*I can present facts during my debate to convince the judge to vote for my stand of affirmative or negative to a resolve.</p> <p>*I can brainstorm ideas from my debate topic to formulate an argumentative writing piece</p> <p>*I can organize my ideas in draft form for an argumentative writing piece.</p> <p><b><u>Time: 6 Weeks</u></b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Debate:</u></b> Survey students on a topic that connects with real life situations (example: school uniforms policy).</li> <li>2. Students will be placed in groups based on the % of affirmative groups for the policy and negative groups who oppose the policy.</li> <li>3. Students will then begin research to support their ideas. They will filter through and arrive to three supporting details to data.</li> <li>4. The final points will be written into an opening statement.</li> <li>5. Students will all participate as an audience. They will listen and take notes to formulate questioning and help prepare their team for closing remarks to support their position on the resolution.</li> </ol> <p><b><u>Possible Argumentative Topics</u></b></p> <ol style="list-style-type: none"> <li>1. School uniforms</li> <li>2. Books versus television</li> <li>3. Cell phones at school</li> <li>4. Google Classroom (keep or lose)</li> <li>5. Homework</li> </ol>



	<p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Revise, specifically looking for an effective hook, thesis, counterclaim, and rebuttal. Complete draft #2.</p>		<p>6. School start time</p> <p><b><u>Composition</u></b></p> <ol style="list-style-type: none"> <li>1. Create a comic strip that includes two characters arguing over school uniforms. The main character will have the writer’s point-of-view, which will clearly be shown.</li> <li>2. Extending #1.....the best 5 comic strips will be hung around the room and students will complete a gallery walk. Take notes of pros and cons of school uniforms to prepare for an argumentative essay.</li> <li>3. Extending #2....produce an argumentative essay on school uniforms.</li> </ol>
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## Unit 6: True Stories

KY Standards	Content/Topic	Skill/Time Period	Assessment
<p><b><u>Reading</u></b> <b><u>Reading (Informational)</u></b> RI.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10</p> <p><b><u>Language/Grammar</u></b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b><u>Composition</u></b> 6.2, 6.4, 6.5, 6.6, 6.7</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Read a nonfiction article from SCOPE Magazine and answer informational text response questions. Writing prompt #1. Article quiz.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Read various articles and watch video clips about the Titanic. Answer informational text response questions. Writing prompt #2.</p>	<p><b><u>Learning Target(s)</u></b></p> <ul style="list-style-type: none"> <li>*I can identify information that is explicitly stated in a nonfiction article.</li> <li>*I can identify persuasive techniques used in a nonfiction article.</li> <li>*I can make inferences about information explicitly stated in a nonfiction article.</li> <li>*I can write an objective summary of a nonfiction article.</li> <li>*I can cite textual evidence from a nonfiction article to support my answers.</li> <li>*I can use graphic sources and other text features to preview a text.</li> </ul>	<p><b><u>Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Read nonfiction SCOPE articles weeks 1, 4, 5 &amp; 6. Answer informational text response questions.</li> <li>2. Do article quizzes for each.</li> <li>3. Read nonfiction articles and view video clips about the Titanic.</li> <li>4. Research to find Titanic survivor testimonies.</li> <li>5. Compare/contrast nonfiction paired text articles.</li> </ol> <p><b><u>Composition</u></b></p> <ol style="list-style-type: none"> <li>1. SCOPE writing prompts 1, 4, 5, &amp; 6.</li> </ol>

	<p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Research to find testimonies from real survivors of the Titanic. Complete graphic organizer and present findings to the class. Writing prompt #3.</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Read a nonfiction article from SCOPE Magazine and answer informational text response questions. Writing prompt #4. Article quiz.</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>In SCOPE, read paired texts “Attack of the Man-Eaters” &amp; “Meet the Lion Whisperer”. answer informational text response questions &amp; compare/contrast the articles. Watch video clip about “Christian the Lion”. Article quiz. Writing prompt #5.</p> <p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Read a nonfiction article from SCOPE Magazine and answer informational text response questions. Writing prompt #6. Article quiz.</p>	<p>*I can compare/contrast the lives of the people in the true stories to my own.  *I can identify a primary source.  *I can analyze a primary source.  <b><u>Time: 6 Weeks</u></b></p>	<p>2. Titanic writing prompt #2 &amp; 3.  3. Report of Titanic survivor testimony to present to class.</p>
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## Unit 7: "Tuck Everlasting"

KY Standards	Content/Topic	Skill/Time Period	Assessment
<p><b><u>Reading (Literature)</u></b> RL.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9</p> <p><b><u>Language/Grammar</u></b> 6.1, 6.2, 6.3, 6.4, 6.5</p> <p><b><u>Composition</u></b> C.6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Students will complete an Anticipatory guide for "Tuck Everlasting". Prior to reading, do vocabulary. Read prologue-ch. 5 &amp; do literature response questions. Writing prompt #1.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Prior to reading, do vocabulary. Read "Tuck Everlasting" chapters 6-10 &amp; do literature response questions. Writing prompt #2.</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Prior to reading, do vocabulary. Read "Tuck Everlasting" chapters 11-14 &amp; do literature response questions. Writing prompt #3.</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Prior to reading, do vocabulary. Read "Tuck Everlasting" chapters 15-18 &amp; do literature response questions. Writing prompt #3.</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p>	<p><b><u>Learning Target(s)</u></b></p> <p>*I can analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.</p> <p>*I can define a theme in a story.</p> <p>*I can analyze a plot.</p> <p>*I can give a summary distinct of my own opinions.</p> <p>*I can define and identify the elements of plot structure. (climax, resolution, exposition, etc)</p> <p>*I can determine qualities of characters in a text based on an author's direct and indirect characterization.</p> <p>*I can distinguish varying character types.</p> <p>*I can explain how characters change during a story.</p> <p>*I can define and identify various forms of figurative language. (metaphor, simile, hyperbole)</p> <p>*I can recognize the difference between denotative and connotative meanings.</p> <p>*I can identify various points-of-view in a story.</p> <p>*I can compare and contrast a story and a movie.</p>	<p><b><u>Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Read "Tuck Everlasting".</li> <li>2. Complete vocabulary prior to reading each week.</li> <li>3. Complete literature response questions.</li> <li>4. Class discussion questions.</li> <li>5. "Tuck Everlasting" summative test.</li> </ol> <p><b><u>Composition</u></b></p> <ol style="list-style-type: none"> <li>1. "Tuck Everlasting" writing prompts 1-5.</li> </ol>

	<p>Prior to reading, do vocabulary. Read "Tuck Everlasting" chapter 19-epilogue &amp; do literature response questions. Do "Tuck Everlasting" study guide. Writing prompt #4.</p> <p><b><u>WEEK 6</u></b></p> <p>Take "Tuck Everlasting" test. Watch "Tuck Everlasting" and compare/contrast with the book. Writing prompt #5 to persuade reader if the book or movie is better.</p>	<p>*I can answer an argumentative writing prompt: movie versus book. <b><u>Time: 6 Weeks</u></b></p>	
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