

Grade 6+ • Review and Routines

Specifically written by teachers for teachers to help:

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
1	Smooth Transitions Creating a Collaborative Atmosphere	Choosing a Good Book for Independent Reading	Closed Syllable Patterns	Introduce Independent Reading	Writing to Sources Model: A Response to Reading	Response Journals
2	Smooth Transitions Creating a Collaborative Atmosphere	Good Listening Habits	Closed Syllable Patterns	Practice Independent Reading	Writing to Sources Model: A Response to Reading	Response Journals
3	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to Entertain)	Consonant-le Syllable Patterns	Previewing Books	Writing to Sources Model: A Response to Reading	A Response to Reading
4	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to Persuade)	Vowel Team Syllable Patterns	Use a Reading Log	Writing to Sources Model: Persuasive Writing	Persuasive Writing
5	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to Inform)	Vowel-C-e Syllable Patterns	Introduce the Reading Workstation	Writing to Sources Model: Persuasive Writing	Persuasive Writing
6	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Vowel-r Syllable Patterns	Practice the Reading Workstation	Building the Writing Process Model: Sharing Our Writing	Introduce the Writing Workstation
7	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Homographs	Review the Reading Workstation	Building the Writing Process Constructive Feedback	Review the Writing Workstation
8	Smooth Transitions Making Connections to Text	Making Connections to Text	Noun Suffixes	Introducing the Listening Workstation	Writing to Sources Model: Writing About Connections to Text	Writing About Connections to Text

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
9	Smooth Transitions Making Connections to Text	Making Connections to Text	Verbs with Final /e/ and /er/	Reading Workstation: Practice Making Connections	Writing to Sources Writing About Connections to Text	Practice the Writing Workstation
10	Smooth Transitions Introduction to Questioning	Introduction to Questioning	Adjective Suffixes	Recording Questions About Reading	Writing to Sources Thick and Thin Questions	Introduce the Computer Workstation
11	Smooth Transitions Using Questioning to Understand Text	Using Questioning to Understand Text	Prefixes	Questioning to Understand Text	Writing to Sources A Response to Reading	Establishing Workstation Routines
12	Smooth Transitions What's in the Bag?	Making Predictions	Prefixes That Describe Where	Reading Workstation: Practice Making Predictions	Writing to Sources Model: Writing a Book Recommendation	Writing a Book Recommendation
13	Establishing Workstation Routines	Smooth Transitions Visualizing	Latin Roots	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
14	Establishing Workstation Routines	Smooth Transitions Annotations	Latin Roots	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
15	Using the Big Words Strategy Anchor Chart	Smooth Transitions Annotations	Science Roots	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	

Grade 6+ • Unit 1 • Relationships in Nature

Essential Question: What roles can we play in the balance of nature?

Enduring Understandings:

- People can be deeply affected by their interactions with the natural world.
- When people make personal connections to nature, they may be inspired to try to preserve it.
- Human actions can have a negative effect on the environment, but communities can work together to restore and protect ecosystems.
- Key conservationists in history have had a big impact on the ways people in the U.S. and around the world relate to nature.

Build Knowledge Word Bank: *nature/natural, restore, ecosystem, conservationist, impact, preserve/preservation*

Research & Inquiry Project: Research Conservationists

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Nature of Life (1010L)
Living Things and Their Environments (820L)
Land Biomes (900L)

Earth's Oceans (1020L)
Aquatic Biomes (920L)
Adaptation and Biodiversity (880L)

Reader's Theater Scripts:

John Muir: Our National Parks



Weekly Readings				Weekly Skills and Strategies									
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	“John Hay: Cape Code Naturalist” Short Read 1: “Marjory Stoneman Douglass: Friend of the Everglades” Short Read 2: “Protectors of the Land: Wangari Maathai and John Muir”	“A Sea of Sorrow”	Big Words Strategy	<i>advantageous</i> <i>affirmation</i> <i>astonishment</i> <i>exaggerate</i> <i>fundamental</i> <i>hypothesis</i> <i>incredible</i> <i>negligent</i> <i>phenomenon</i> <i>predicament</i> <i>questionnaire</i> <i>unfortunate</i>	<i>undoubtedly</i> <i>ensuing</i> <i>population</i> <i>extraordinary</i> <i>conservation</i> <i>freshwater</i> <i>unfortunately</i> <i>eventually</i> <i>autobiography</i> <i>vulnerable</i> <i>archaeologist</i>	Speed/Pacing—Fast		Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Determine a Central Idea and How It Is Conveyed Through Details Analyze How a Key Idea Is Developed in a Text	Use Context Clues to Determine the Meaning of Words and Phrases Interpret Figures of Speech: Personification	General Academic Listening & Speaking: <i>accommodate</i> <i>legacy</i> <i>essential</i> <i>preserve</i>	Respond to a Text-Based Prompt: Informative/ Explanatory Essay	Subjective Pronouns Recognize and Correct Vague Pronouns
Week 2	“Biosphere 2” Extended Read 1: “The Fascinating World of Nature”	“Jack and the Beanstalk”	Short Vowels	<i>capitalization</i> <i>characterize</i> <i>distribution</i> <i>eligibility</i> <i>equivalence</i> <i>estimable</i> <i>immaculate</i> <i>limitation</i> <i>penicillin</i> <i>ridiculous</i> <i>suspension</i> <i>treacherous</i>	<i>attentive</i> <i>abundant</i> <i>antelopes</i> <i>envision</i> <i>outspent</i> <i>hemline</i> <i>elephants</i> <i>animals</i> <i>backtrack</i> <i>eclipse</i> <i>unconventional</i> <i>wreckage</i>	Confirm or Correct Word Recognition and Understanding		Metacognitive: Ask Questions	Determine a Central Idea and How It Is Conveyed Through Details Analyze How a Key Idea Is Developed in a Text Compare and Contrast Authors' Presentations of Events	Use Context Clues to Determine the Meaning of Words and Phrases Interpret Figures of Speech: Personification	General Academic Listening & Speaking: <i>abundant</i> <i>envision</i> <i>gnarled</i> <i>subsequently</i>	Respond to a Text-Based Prompt: Informative/ Explanatory Essay	Objective Pronouns
Week 3	“Mountain Crossing” Extended Read 2: “The Writings of John Muir” Unit Poem: “The Echoing Green”	“Paula’s Garden”	Closed Syllables	<i>centennial</i> <i>convenient</i> <i>destiny</i> <i>disassemble</i> <i>endearing</i> <i>expertise</i> <i>fascinate</i> <i>hypnotic</i> <i>intervention</i> <i>malfunction</i> <i>participant</i> <i>punctuate</i>	<i>grasses</i> <i>sunfish</i> <i>settlements</i> <i>Scotland</i> <i>majesty</i> <i>fester</i> <i>dimmiest</i> <i>common</i> <i>majesty</i> <i>mishap</i> <i>combat</i> <i>absentee</i>			Metacognitive: Create Mental Images Fix-Up: Read On to Clarify or Confirm Understanding	Analyze How a Key Idea Is Developed in a Text Compare and Contrast Authors' Presentations of Events Analyze Features of Poetry	Use Context Clues to Determine the Meaning of Words and Phrases Interpret Figures of Speech: Personification	General Academic Listening & Speaking: <i>compelled</i> <i>overwhelmed</i> <i>redundant</i> <i>solemn</i>	Respond to a Text-Based Prompt: Informative/ Explanatory Essay	Recognize and Correct Vague Pronouns Spelling and Punctuation Possessive Pronouns

Grade 6+ • Unit 2 • Characters at Crossroads

Essential Question: How can people inspire and change us?

Enduring Understandings:

- Characters' responses to events can shape the plot, just as characters can be shaped by events and their interactions with others.
- All fiction genres, whether dramas, traditional tales, or historical fiction, contain a protagonist, or leading character, who drives the narrative.
- The challenges a character faces—as well as how that character responds—form the basis for the theme, or message, the author wants to communicate.
- How an individual faces a challenge reveals important insights into that person's character.

Build Knowledge Word Bank: *interactions, motivations, challenge, insights, protagonist, inspire*

Research & Inquiry Project: Research Discrimination during an Era

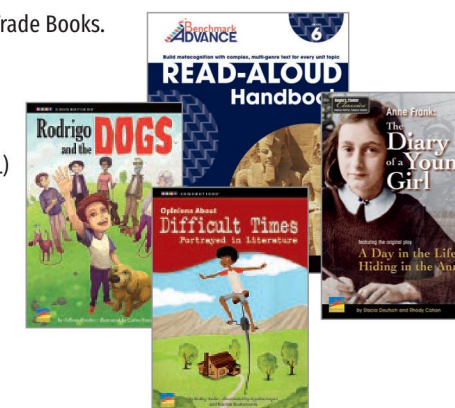
Unit Readings

Read-Alouds: Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Adventure of the Blue Carbuncle: A Sherlock Holmes Mystery (950L)
Rodrigo and the Dogs (930L)
Opinions About Difficult Times Portrayed in Literature (960L)

Oliver Twist: A Dramatization (NP)
Analytical Arguments About Courage (930L)
Verona Takes a Job with the Census, An Attack on the Starship Mayflower in the Year 2647 (1020L)



Reader's Theater Scripts:

Anne Frank: The Diary of a Young Girl

Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	"The White Mouse" Short Read 1: "In Hiding" Short Read 2: "Jason's Challenge"	"Elie Wiesel: A Voice for Human Rights"	Long Vowels	<i>appropriate</i> <i>barbecue</i> <i>compose</i> <i>concede</i> <i>entail</i> <i>ferocious</i> <i>highlight</i> <i>irrigate</i> <i>obsolete</i> <i>plight</i> <i>portray</i> <i>thesis</i>	<i>invaded</i> <i>immigrated</i> <i>inhumane</i> <i>betrayed</i> <i>discrimination</i> <i>indescribable</i>	Speed/Read with Expression		Metacognitive: Draw Inferences Metacognitive: Make Connections Fix-Up: Stop and Think About the Author's Purpose	Provide a Summary of the Text Analyze How Part of a Text Contributes to the Development of the Plot Describe a Character's Response to Plot Events	Use Context Clues to Determine the Meaning of Words and Phrases Demonstrate Understanding of Connotations and Nuances of Word Meanings	General Academic Listening & Speaking: <i>in spite of</i> <i>unbearable</i> <i>fostered</i> <i>strive</i>	Writing to a Text-Based Prompt: Argument Essay	Recognize and Correct Inappropriate Shifts in Pronoun Number and Person
Week 2	"Mary McLeod Bethune" Extended Read 1: "Cassie's Fight"	"Make It Right"	Open Syllables	<i>administration</i> <i>ambulance</i> <i>amusing</i> <i>antelope</i> <i>eruption</i> <i>financial</i> <i>foundation</i> <i>helicopter</i> <i>pneumonia</i> <i>signature</i> <i>turbulence</i> <i>unbelievable</i>	<i>pretending</i> <i>rejoiced</i> <i>violence</i> <i>communities</i> <i>amazingly</i> <i>potential</i> <i>examinations</i> <i>registration</i> <i>unapologetically</i>	Pausing—Short Pauses		Metacognitive: Draw Inferences	Provide a Summary of the Text Analyze How Part of a Text Contributes to the Development of the Plot Describe a Character's Response to Plot Events Compare and Contrast Texts in Different Forms and Genres	Use Context Clues to Determine the Meaning of Words and Phrases Demonstrate Understanding of Connotations and Nuances of Word Meanings	General Academic Listening & Speaking: <i>apologetically</i> <i>comical</i> <i>humiliated</i> <i>startled</i>	Writing to a Text-Based Prompt: Argument Essay	Recognize and Correct Vague Pronouns
Week 3	"Hiking Grandfather Mountain" Extended Read 2: "Feyrouz the Brave" Unit Poem: "The Road Not Taken"	"The Fabulous Eggs of Faberge"	Vowel-Consonant-e	<i>activate</i> <i>admire</i> <i>aptitude</i> <i>communicate</i> <i>costume</i> <i>discrete</i> <i>episode</i> <i>humane</i> <i>ignore</i> <i>incinerate</i> <i>terminate</i> <i>underline</i>	<i>collided</i> <i>unanticipated</i> <i>institute</i> <i>illuminate</i> <i>undisguised</i> <i>necessitate</i> <i>oblige</i> <i>reunite</i> <i>apologize</i> <i>oblique</i>			Metacognitive: Make Connections Fix-Up: Read Out Loud to Support Comprehension	Analyze How Part of a Text Contributes to the Development of the Plot Describe a Character's Response to Plot Events Compare and Contrast Texts in Different Forms and Genres Determine Theme of a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>exceptional</i> <i>exquisite</i> <i>glistening</i> <i>obliged</i>	Writing to a Text-Based Prompt: Argument Essay	Recognize and Correct Inappropriate Shifts in Pronoun Number and Person Recognize and Correct Inappropriate Shifts in Verb Tense

Grade 6+ • Unit 3 • Beyond Democracy

Essential Question: Why might societies form different types of government?

Enduring Understandings:

- Different societies take different approaches to government.
- Different principles guide different governments.
- The roles, rights, and responsibilities of citizens are influenced by the form of government under which they live.
- A person has expectations for how government and society will function, and society has expectations for how a person behaves. These expectations can vary among different countries and cultures.

Build Knowledge Word Bank: *democracy, monarchy, principles, society/societies, government, responsibilities*

Research & Inquiry Project: Research a Country's Government

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Great Native American Leaders (1020L)
Government Systems (870L)
Government in Medieval Times (870L)

Government in Ancient Times (800L)
Three Twentieth Century Dictators (790L)
War Diaries (930L)

Reader's Theater Scripts:

Thomas Paine: Common Sense



Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	“The Mayflower Compact” Short Read 1: “Aristotle and Democracy” Short Read 2: “The Haudenosaunee Confederacy”	“Let’s Vote on It!”	r-Controlled Vowels /är/, /ärl/, /ör/ (air, are, ear; ar, ear; or, our, ore)	<i>caregiver</i> <i>enormous</i> <i>exploration</i> <i>formation</i> <i>formidable</i> <i>fortitude</i> <i>historians</i> <i>inarticulate</i> <i>ignorance</i> <i>ordinarily</i> <i>staircase</i> <i>tornadoes</i> <i>unbearable</i>	<i>darkening</i> <i>disarmed</i> <i>formality</i> <i>formidable</i> <i>fortitude</i> <i>historians</i> <i>inarticulate</i> <i>overlord</i> <i>shareable</i> <i>snarling</i> <i>unremarkable</i>	Inflection/ Intonation–Pitch		Metacognitive: Distinguish Between Important and Unimportant Information Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About the Words	Analyze How a Section of Text Contributes to the Development of Ideas Determine Author’s Point of View or Purpose Analyze How a Key Event Is Developed in a Text	Use Context Clues to Determine the Meaning of Words and Phrases Determine the Meaning of Figurative Language	General Academic Listening & Speaking: <i>acknowledge</i> <i>decisive</i> <i>primarily</i> <i>consensus</i>	Process Writing: Informative/Explanatory Essay	Use Punctuation (Commas, Parentheses, Dashes) to Set Off Nonrestrictive/ Parenthetical Elements
Week 2	“The Commonwealth” Extended Read 1: “Queen Elizabeth I of England”	“The Five-Minute Queen”	r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure)	<i>configure</i> <i>cooperate</i> <i>courtesy</i> <i>culture</i> <i>exclusion</i> <i>manufacturer</i> <i>misinterpret</i> <i>occurrence</i> <i>perpetual</i> <i>skirmish</i> <i>thirtieth</i> <i>admiration</i> <i>circumstance</i>	<i>advisers</i> <i>cavernous</i> <i>confederacy</i> <i>consternation</i> <i>fiery</i> <i>gallery</i> <i>numerous</i> <i>personhood</i> <i>prosperous</i> <i>purplish</i> <i>stirrable</i> <i>uncertainty</i> <i>westernize</i>	Phrasing—Units of Meaning in Complex Sentences		Metacognitive: Distinguish Between Important and Unimportant Information	Determine Author’s Point of View or Purpose Determine Central Ideas and Key Details Cite Text Evidence to Support Inferences and Analysis Integrate Information from Multiple Texts	Use Context Clues to Determine the Meaning of Words and Phrases Determine the Meaning of Figurative Language	General Academic Listening & Speaking: <i>reign</i> <i>elaborate</i> <i>heritage</i> <i>subdue</i>	Process Writing: Informative/Explanatory Essay	Use Punctuation to Separate Items in a Series
Week 3	“The United Nations” Extended Read 2: “Queen Elizabeth II of England” Unit Poem: “Revolutionary Dreams”	“Ruling Jordan: King Abdullah II”	Vowel-r Syllable Pattern	<i>ceramic</i> <i>circular</i> <i>demerit</i> <i>dormitory</i> <i>engorged</i> <i>fortieth</i> <i>hurtle</i> <i>merger</i> <i>moderate</i> <i>porous</i> <i>sparkling</i> <i>tiresome</i> <i>reformation</i>	<i>authoritative</i> <i>burdensome</i> <i>cartoonish</i> <i>considerably</i> <i>cooperation</i> <i>incomparable</i> <i>inherited</i> <i>murderous</i> <i>similarities</i> <i>superlative</i> <i>turnstile</i> <i>verbose</i> <i>version</i>			Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding	Analyze How a Section of Text Contributes to the Development of Ideas Integrate Information from Multiple Texts Analyze Author’s Word Choice and Structure in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases Determine the Meaning of Figurative Language	General Academic Listening & Speaking: <i>transitioned</i> <i>upheavals</i> <i>inherited</i> <i>ascended</i>	Process Writing: Informative/Explanatory Essay	Maintain Consistency in Style and Tone Vary Sentence Patterns for Meaning, Reader/Listener Interest, and Style

Grade 6+ • Unit 4 • The Reader's Perspective

Essential Question: How does the journey through life influence a person's point of view?

Enduring Understandings:

- Every story—both real and fictional—has a point of view that affects the way it is told.
- People's—and characters'—points of view are influenced by their life experiences.
- People come from diverse backgrounds and have diverse values and traditions, so they may view experiences in different ways.
- Hearing and understanding others' perspectives are crucial to positive social interaction.

Build Knowledge Word Bank: *perspectives, experiences, diverse, traditions, influence, crucial*

Research & Inquiry Project: Research an Author for an Author Study

Unit Readings

Read-Alouds: Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

When I Was Your Age (970L)
The Wall (860L)
Lasting Legacies: America's First Game (1070L)

Analytical Arguments About Poetry (1160L)
Dream Pilot, Erased (880L)
Analytical Arguments About Folklore (1150L)



Reader's Theater Scripts:

Rikki-Tikki-Tavi

Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	"The Family Next Door" Short Read 1: "Uphill" & "The Road" Short Read 2: "In Response to Executive Order 9066"	"Freedom in South Africa"	Consonant-le Syllable Pattern	<i>baffle</i> <i>chronicle</i> <i>chuckle</i> <i>constructible</i> <i>cubicle</i> <i>icicle</i> <i>muffler</i> <i>recognizable</i> <i>spectacle</i> <i>swindle</i> <i>understandable</i> <i>vehicle</i>	<i>adorable</i> <i>incomprehensible</i> <i>ladleful</i> <i>bundle</i> <i>receptacle</i> <i>recircle</i> <i>redouble</i> <i>reshuffle</i> <i>single</i> <i>troublesome</i> <i>uncrumple</i> <i>unshackle</i>	Expression—Anticipation/Mood		Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Read On to Clarify or Confirm Understanding	Explain How an Author Develops Point of View Cite Text Evidence to Draw Inferences About Point of View Compare and Contrast How Different Texts Approach Similar Themes	Use Context Clues to Determine the Meaning of Words and Phrases Determine the Meaning of Figurative Language: Metaphors	General Academic Listening & Speaking: <i>drowsy</i> <i>brimming</i> <i>consequences</i> <i>incarcerated</i>	Write to a Text-Based Prompt: Narrative (Journal Entry)	Vary Sentence Patterns for Meaning, Reader/Listener Interest, and Style
Week 2	"The Riverview Talent Show" Extended Read 1: "A Little Seed"	"The Goat is Gone"	Variant Vowel /ô/ (au, al, aw, alt, alk, all, ough)	<i>applause</i> <i>auctioneer</i> <i>coughed</i> <i>declaw</i> <i>defraud</i> <i>dinosaur</i> <i>exalt</i> <i>fraught</i> <i>gnawing</i> <i>launchpad</i> <i>sprawling</i> <i>vaulted</i>	<i>authorship</i> <i>auto</i> <i>costliness</i> <i>crosswalk</i> <i>fallback</i> <i>flawless</i> <i>hallway</i> <i>halting</i> <i>haunting</i> <i>redraw</i> <i>salted</i> <i>stalking</i> <i>stalling</i> <i>unlawful</i>	Speed/Pacing—Slow		Metacognitive: Ask Questions Cite Text Evidence to Draw Inferences About Point of View Compare and Contrast How Different Texts Approach Similar Themes Provide a Summary of the Text	Cite Text Evidence to Draw Inferences About Point of View Determine the Meaning of Figurative Language: Metaphors	Use Context Clues to Determine the Meaning of Words and Phrases Determine the Meaning of Figurative Language: Metaphors	General Academic Listening & Speaking: <i>flyers</i> <i>ignorant</i> <i>passenger</i> <i>piped up</i>	Write to a Text-Based Prompt: Narrative (Journal Entry)	Recognize Variations from Standard English
Week 3	"Working on the Farm" Extended Read 2: "The Meeting" Unit Poem: "I'm Nobody! Who Are You?"	"Little Mer-Person"	Vowel Team Syllables	<i>accountant</i> <i>bassoon</i> <i>bruise</i> <i>courier</i> <i>cruising</i> <i>fruitful</i> <i>kangaroo</i> <i>monsoon</i> <i>proofreader</i> <i>routine</i> <i>snowshoe</i> <i>unsuitable</i>	<i>canoe</i> <i>foolishness</i> <i>foothold</i> <i>livelihood</i> <i>marooned</i> <i>nuisance</i> <i>recruitment</i> <i>soupspoon</i> <i>uncouth</i> <i>uprooted</i> <i>woodcut</i> <i>youthful</i>			Metacognitive: Create Mental Images Fix-Up: Stop and Think About the Author's Purpose	Explain How an Author Develops Point of View Cite Text Evidence to Draw Inferences About Point of View Compare and Contrast How Different Texts Approach Similar Themes	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>regulations</i> <i>flimsy</i> <i>gnawing</i> <i>proposals</i>	Write to a Text-Based Prompt: Narrative (Journal Entry)	Vary Sentence Patterns for Meaning, Reader/Listener Interest, and Style Identify and Use Strategies to Improve Expression in Conventional Language

Grade 6+ • Unit 5 • Technology in the 21st Century

Essential Question: How do we take responsibility in making advances in technology?

Enduring Understandings:

- Technological advancements have both positive and negative effects on people, the economy, and the environment.
- Design and engineering innovations have transformed the study of life science, physical science, and earth science.
- Recent technological advancements have allowed us to gain greater insight into human history.
- New technological innovations may offer solutions to some problems, but also raise issues of global equity.

Build Knowledge Word Bank: *innovations, advances/advancements, technological, insight, equity*

Research & Inquiry Project: Research Technological Advancements, Part 1

Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Science of Flight (1040L)
Opinions About Science Fiction Technology: From Fiction to Fact (1060L)
It's Revolutionary! Technologies That Changed the World (890L)

Galileo's Gift (760L)
Careers on the Cutting Edge (1120L)
Behind the Microscope: Solving Scientific Mysteries (960L)



Reader's Theater Scripts:

Frankenstein

Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	"Partners" Short Read 1: "Robot Cops" Short Read 2: "Robots in the Workplace"	"Replacement Parts"	Adjective Suffixes (-ous, -ive, -able, -ial, -al, -less)	<i>adventurous</i> <i>anonymous</i> <i>decompress</i> <i>entrepreneurial</i> <i>extinguishable</i> <i>horizontal</i> <i>humorless</i> <i>marginal</i> <i>nevertheless</i> <i>quantitative</i> <i>representative</i> <i>unrecognizable</i> <i>doubtless</i>	<i>dangerous</i> <i>collaborative</i> <i>maneuverable</i> <i>presidential</i> <i>needless</i> <i>hazardous</i> <i>courageous</i> <i>affordable</i> <i>expressionless</i> <i>influential</i> <i>dimensional</i>	Pausing—Full Stops		Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read Out Loud to Support Comprehension	Analyze How a Key Idea Is Developed Trace and Evaluate an Author's Argument, Claims, and Evidence Integrate Information in Different Media or Formats to Develop a Coherent Understanding Determine an Author's Point of View or Purpose and Explain How It Is Conveyed in the Text	Use Context Clues to Determine the Meaning of Words and Phrases Use Greek and Latin Roots and Context Clues to Determine Word Meaning	General Academic Listening & Speaking: <i>capabilities</i> <i>repetitive</i> <i>synthesize</i> Domain-Specific Listening & Speaking: <i>autonomous</i>	Process Writing: Argument Essay	Use Appropriate Pronoun Number and Person
Week 2	"Jacques Cousteau: Ocean Explorer" Extended Read 1: "Probing the Ocean Deep"	"Under the Sea"	Greek Roots (bio, hydro, atmo, photo)	<i>atmospherically</i> <i>biographic</i> <i>biohazard</i> <i>biological</i> <i>bioscience</i> <i>hydrochloric</i> <i>hydrogen</i> <i>hydrolysis</i> <i>photosensitive</i> <i>photoshop</i> <i>photosynthetic</i> <i>subatmospheric</i>	<i>biology</i> <i>hydroelectric</i> <i>photographs</i> <i>atmosphere</i> <i>antibiotics</i> <i>hydroplane</i> <i>hydrogen</i> <i>atmospheric</i> <i>photon</i>	Expression—Anticipation/Mood		Metacognitive: Draw Inferences	Analyze How a Key Idea Is Developed Trace and Evaluate an Author's Argument, Claims, and Evidence Integrate Information in Different Media or Formats to Develop a Coherent Understanding Determine an Author's Point of View or Purpose and Explain How It Is Conveyed in the Text Determine a Central Idea of a Text and How It Is Conveyed Through Particular Detail	Use Context Clues to Determine the Meaning of Words and Phrases Use Greek and Latin Roots and Context Clues to Determine Word Meaning	General Academic Listening & Speaking: <i>definitive</i> <i>engulfing</i> <i>enriched</i> <i>functional</i>	Process Writing: Argument Essay	Recognize and Correct Vague Pronouns
Week 3	"High-Tech Archaeology" Extended Read 2: "Updating Archaeology" Unit Poem: "Fueled"	"Learning at a Distance"	Noun Suffixes (-ology, -ist, -er)	<i>chronology</i> <i>conservationist</i> <i>economist</i> <i>geographer</i> <i>immunology</i> <i>microbiology</i> <i>mythology</i> <i>preservationist</i> <i>ringleaders</i> <i>shareholder</i> <i>sociologist</i> <i>designer</i>	<i>hydrology</i> <i>calligrapher</i> <i>nutritionist</i> <i>biochemist</i> <i>gemology</i> <i>astronomer</i> <i>technologist</i> <i>environmentalist</i> <i>biologist</i> <i>biographer</i> <i>photographer</i> <i>bibliographer</i>			Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Analyze How a Key Idea Is Developed Trace and Evaluate an Author's Argument, Claims, and Evidence Integrate Information in Different Media or Formats to Develop a Coherent Understanding	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>pinpoint</i> <i>potential</i> <i>predominant</i> <i>virtually</i>	Process Writing: Argument Essay	Ensure That Pronouns Are in the Proper Case (Subjective, Objective, Possessive)

Grade 6+ • Unit 6 • Legendary Journeys

Essential Question: What inspires a quest?

Enduring Understandings:

- A quest is a classic plot device in which a protagonist goes on a journey or search for something.
- The outer journey of the quest is usually accompanied by an inner journey, as the protagonist learns and grows.
- The lessons protagonists learn on quests can often be applied to real-life situations.
- Quest tales are a part of the oral or written tradition of nearly every known culture.
- Though a quest may be distinctly linked to a specific culture, these tales explore universal themes that can speak to all people.

Build Knowledge Word Bank: *quest, universal, inspire, culture, plot device, tradition*

Research & Inquiry Project: Research Technological Advancements, Part 2

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

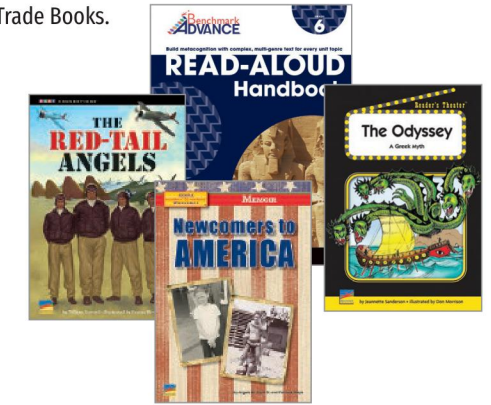
Knowledge-Building Library:

The Red-Tail Angels (930L)
Narrative of the Life of Frederick Douglass: An American Slave (1070L)
Robin Hood Shoots for the Queen, The Story of William Tell, The Sword in the Stone (930L)

Ra Creates the World, Isis and Osiris, The Death and Rebirth of Osiris (910L)
Newcomers to America (900L)
In the Footprints of the Yeti, Stalked by Bigfoot (860L)

Reader's Theater Scripts:

The Odyssey: A Greek Myth



Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	“The Boy Who Wanted Gold” Short Read 1: “The Legend of El Dorado” and “Eldorado” Short Read 2: “The Broken Sphere”	“A Road Through the Forest”	Silent Letters: wr, kn, gn, h, w	<i>exhibition</i> <i>foreign</i> <i>gnarled</i> <i>gnomelike</i> <i>kneecap</i> <i>knighthood</i> <i>knuckles</i> <i>resign</i> <i>rhinoceros</i> <i>sovereign</i> <i>sword</i> <i>wretched</i>	<i>writers</i> <i>design</i> <i>heirloom</i> <i>wholesome</i> <i>wrapping</i> <i>sword</i> <i>gnarled</i> <i>honorable</i> <i>exhausted</i> <i>knowledge</i>	Inflection/ Intonation—Pitch		Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding	Analyze the Structure of a Text (Poem) Describe How Characters Respond or Change as the Plot Develops Determine the Theme of a Text Compare and Contrast How Texts in Different Genres Approach a Similar Theme	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>credited</i> <i>gallant</i> <i>sinewy</i> <i>dissipated</i>	Write a Narrative Response to a Text-Based Prompt	Use Punctuation (Commas, Parentheses, Dashes) to Set Off Nonrestrictive/ Parenthetical Elements
Week 2	“A Civil War Soldier Named Hannah” Extended Read 1: “The Legend of Mulan;” “The Ballad of Mulan;” “Mulan Joins the Army”	“To the Rescue”	Noun Suffixes: -ty, -tion, -sion, -ery, -ment	<i>accompaniment</i> <i>citation</i> <i>comprehension</i> <i>conformity</i> <i>establishment</i> <i>maturity</i> <i>modesty</i> <i>overpopulation</i> <i>rediscovery</i> <i>sensitivity</i> <i>synchronization</i> <i>transmission</i>	<i>transformation</i> <i>tensions</i> <i>commencement</i> <i>activity</i> <i>responsibility</i> <i>experimentation</i> <i>translation</i> <i>supervision</i> <i>expansion</i> <i>bakery</i> <i>fishery</i> <i>encampment</i> <i>enhancement</i>	Expression—Dramatic Expression		Metacognitive: Make Connections	Describe How Characters Respond or Change as the Plot Develops Determine the Theme of a Text Compare and Contrast How Texts in Different Genres Approach a Similar Theme Compare and Contrast the Experience of Reading and Listening to a Text	Use Context Clues to Determine the Meaning of Words and Phrases Use Context Clues to Interpret Figurative Language	General Academic Listening & Speaking: <i>cherished</i> <i>cowers</i> <i>lowly</i> <i>intently</i>	Write an Informative/ Explanatory Response to a Text-Based Prompt	Use Intensive Pronouns (e.g., myself, ourselves)
Week 3	“How Maui Slowed the Sun” Extended Read 2: “Midwinter Day” Unit Poem: “Ain’t I a Woman?”	“Finding Zelda”	Negation Prefixes: il-, im-, in-, dis-, ir-, mis-, un-	<i>dissatisfied</i> <i>illegitimate</i> <i>illiterate</i> <i>imperfection</i> <i>implausible</i> <i>incommunicative</i> <i>incomparable</i> <i>intransitive</i> <i>miscalculate</i> <i>misrepresent</i> <i>uncooperative</i> <i>underestimate</i>	<i>unwise</i> <i>disbelief</i> <i>impossible</i> <i>illogical</i> <i>disappeared</i> <i>inaction</i> <i>irresponsible</i> <i>misinformed</i> <i>unending</i>			Metacognitive: Summarize and Synthesize Fix-Up: Read On to Clarify or Confirm Understanding	Describe How Characters Respond or Change as the Plot Develops Determine the Theme of a Text Compare and Contrast How Texts in Different Genres Approach a Similar Theme	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>flinched</i> <i>jutted</i> <i>repellent</i> <i>rickety</i>	Write an Analytical Argument Response to a Text-Based Prompt	Maintain Consistency in Style and Tone

Grade 6+ • Unit 7 • Achievements of Ancient Cultures

Essential Question: Why do we consider certain civilizations “great”?

Enduring Understandings:

- Great civilizations of the past have made significant contributions to modern society.
- The “golden ages” of civilizations produced many fascinating works of art, feats of engineering, monuments, and other artifacts.
- Artifacts from ancient civilizations provide an important window into the daily lives of ancient peoples.
- Analyzing the geographic, political, economic, religious, and social structures of ancient civilizations helps us understand more about the modern age and how societies develop over time.
- Interpretations of history—including the designation of a civilization as “great”—depend on who is doing the interpreting and are subject to change as new information is uncovered.

Build Knowledge Word Bank: *artifacts, inhabitants, civilization, contribution, attribute, achievements*

Research & Inquiry Project: Research an Ancient Civilization, Part 1

Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

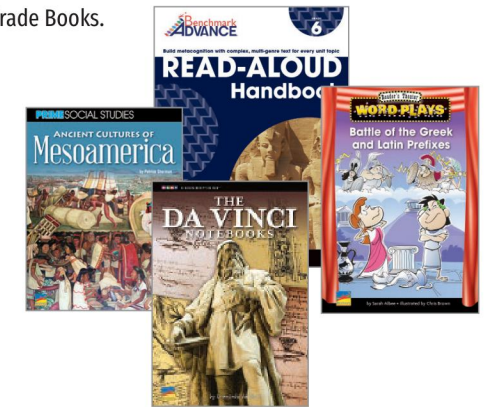
Knowledge-Building Library:

The Da Vinci Notebooks (1180L)
Julius Caesar, Cleopatra (970L)
Childhood in Different Times and Places (1080L)

Mysteries Set in Stone (1060L)
Ancient Cultures of North America (990L)
Ancient Cultures of Mesoamerica (1120L)

Reader’s Theater Scripts:

Battle of the Greek and Latin Prefixes



	Weekly Readings			Weekly Skills and Strategies										
	Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	“The Great Wall of China”	Short Read 1: “The Golden Age of Greece” Short Read 2: “Ancient Egypt’s Golden Empire”	“My Time is Now”	Vowel Sound /ou/ and /oi/	<i>adroit</i> <i>announcement</i> <i>astound</i> <i>boisterousness</i> <i>boundaries</i> <i>drought</i> <i>exploitation</i> <i>invoice</i> <i>paramount</i> <i>pronounce</i> <i>reappointed</i> <i>unavoidable</i>	<i>surrounded</i> <i>cloying</i> <i>spoilage</i> <i>deployed</i> <i>unbowing</i> <i>sprawling</i> <i>unemployment</i> <i>poutiness</i> <i>conjoined</i> <i>renown</i> <i>throughout</i> <i>ointment</i> <i>foundations</i>	Confirm or Correct Word Recognition and Understanding		Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author’s Purpose	Trace and Evaluate the Author’s Argument, Claims, and Evidence Analyze How a Particular Sentence or Section of Text Fits into the Overall Structure and Contributes to the Development of Ideas Cite Evidence to Support Analysis of the Text	Use Context Clues to Determine the Meaning of Words and Phrases Use Word Relationships	General Academic Listening & Speaking: <i>flourished</i> <i>thrived</i> <i>succession</i> Domain-Specific Listening & Speaking: <i>dynasty</i>	Process Writing: Narrative	Use Punctuation to Separate Items in a Series
Week 2	“Augustus Caesar: The First Roman Emperor”	Extended Read 1: “Rome’s Augustan Age”	“Reform and Change in Turkey”	Latin Roots: aqua, amphi, liter, struct, spec, aud	<i>amphibious</i> <i>amphitheater</i> <i>aquamarine</i> <i>aquarist</i> <i>auditor</i> <i>constructive</i> <i>deconstruction</i> <i>literally</i> <i>literature</i> <i>obstruction</i> <i>spectacles</i> <i>spectacular</i>	<i>aqueduct</i> <i>literate</i> <i>instruction</i> <i>inspector</i> <i>audible</i> <i>amphibian</i> <i>literature</i> <i>structure</i> <i>spectator</i> <i>audience</i>	Speed/Pacing—Varied		Metacognitive: Apply Strategies	Trace and Evaluate the Author’s Argument, Claims, and Evidence Analyze How a Particular Sentence or Section of Text Fits into the Overall Structure and Contributes to the Development of Ideas Cite Evidence to Support Analysis of the Text Integrate Information from Two Texts to Develop a Coherent Understanding of a Topic Compare and Contrast Authors’ Presentation of Events	Use Context Clues to Determine the Meaning of Words and Phrases Use Word Relationships	General Academic Listening & Speaking: <i>undisputed</i> <i>clamor</i> <i>distorted</i> Domain-Specific Listening & Speaking: <i>reformation</i>	Process Writing: Narrative	Recognize and Correct Inappropriate Shifts in Verb Tense
Week 3	“Uncovering Machu Picchu”	Extended Read 2: “The Golden Age of the Inca Empire” Unit Poem: “Dream Catchers”	“A Capital Carved in Rock”	Homophones	<i>bazaar</i> <i>bizarre</i> <i>colonel</i> <i>cymbal</i> <i>kernel</i> <i>muscle</i> <i>mussel</i> <i>principal</i> <i>principle</i> <i>symbol</i> <i>complement</i> <i>compliment</i>	<i>capital</i> <i>capitol</i> <i>discussed</i> <i>disgust</i> <i>maize</i> <i>maze</i> <i>feet</i> <i>feat</i> <i>steal</i> <i>steel</i> <i>sight</i> <i>cite</i> <i>site</i>			Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Trace and Evaluate the Author’s Argument, Claims, and Evidence Cite Evidence to Support Analysis of the Text Integrate Information from Two Texts to Develop a Coherent Understanding of a Topic	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>unrivaled</i> <i>extensive</i> <i>vastly</i> <i>revered</i>	Process Writing: Narrative	Ensure that Pronouns Are in the Proper Case, Number, and Person

Grade 6+ • Unit 8 • Exploring Earth's Structures

Essential Question: How does Earth itself inspire human endeavors?

Enduring Understandings:

- Over geologic time, energy and forces inside and outside Earth continually alter Earth's structure and are constantly reshaping Earth's surface.
- Our knowledge of Earth's geology and its connection to the universe is part of an ongoing scientific investigation.
- Our current understanding of Earth's interior structure is based on both proven facts and yet-to-be proven theories.
- Earth inspires human exploration, but this exploration presents obstacles that must be overcome.
- The science fiction genre is full of tales of adventure and discovery; such tales are one way humans make sense of Earth and the universe.

Build Knowledge Word Bank: *energy, endeavor, theory, investigation, explore/exploration, geology*

Research & Inquiry Project: Research an Ancient Civilization, Part 2

Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

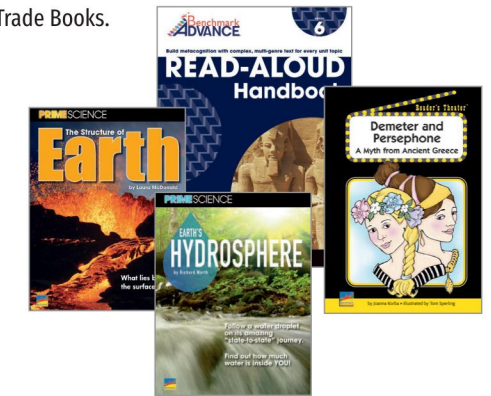
Knowledge-Building Library:

- Weathering and Erosion* (970L)
- The Structure of Earth* (890L)
- Earth's Lithosphere* (980L)
- Earth's Hydrosphere* (1060L)

- Earthquakes, Tsunamis, and Volcanoes* (1130L)
- Trackers of Dynamic Earth* (950L)

Reader's Theater Scripts:

- Demeter and Persephone: A Myth from Ancient Greece*



Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	“Raven and the First Humans” Short Read 1: “The South Pole” Short Read 2: “Glaciers on the Move”	“The Lost City of Atlantis”	Vowel Pattern: /oo/ (ew, o) and /oo/ (oo, ould)	<i>bookkeeper</i> <i>mildew</i> <i>shouldn't</i> <i>troubleshoot</i> <i>bulletin</i> <i>neighborhood</i> <i>steward</i> <i>undertook</i> <i>cashew</i> <i>removable</i> <i>tourist</i> <i>would-be</i>	<i>jewelry</i> <i>bookshelves</i> <i>whoever</i> <i>couldn't</i> <i>bullion</i> <i>wouldn't</i> <i>newsworthiness</i> <i>strewn</i> <i>doable</i>	Inflection/ Intonation—Volume		Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Analyze the Impact of Word Choice on Meaning and Tone Compare and Contrast the Experience of Reading a Story to Listening to or Viewing a Story Determine an Author's Point of View and Purpose	Use Context Clues to Determine the Meaning of Domain-Specific Words	General Academic Listening & Speaking: <i>considerable</i> <i>existence</i> <i>pinnacles</i> <i>gauged</i>	Process Writing: Multimedia Presentation	Recognize and Correct Vague Pronouns
Week 2	“Jules Verne: Master of Science Fiction” Extended Read 1: “We Continue Our Descent”	“Exploring Under the Sea”	Words with Final /əl/ and /ər/	<i>bacterial</i> <i>biographer</i> <i>communal</i> <i>extracurricular</i> <i>multifunctional</i> <i>sentimental</i> <i>snorkel</i> <i>squirrel</i> <i>superior</i> <i>transmitter</i> <i>unconventional</i> <i>vascular</i>	<i>chemical</i> <i>inventor</i> <i>shovel</i> <i>unoriginal</i> <i>accidental</i> <i>elevator</i> <i>cluster</i> <i>bookkeeper</i> <i>unpractical</i> <i>nonfactual</i> <i>unintentional</i> <i>dishonor</i> <i>interior</i>	Confirm or Correct Word Recognition and Understanding		Metacognitive: Apply Strategies	Analyze the Impact of Word Choice on Meaning and Tone Compare and Contrast the Experience of Reading a Story to Listening to or Viewing a Story Determine Key Events and Summarize Analyze the Overall Structure of a Text Compare and Contrast How Texts Approach Similar Topics	Use Context Clues to Determine the Meaning of Domain-Specific Words	General Academic Listening & Speaking: <i>adorned</i> <i>modify</i> <i>apparatus</i> <i>contemporaries</i>	Process Writing: Multimedia Presentation	Use Intensive Pronouns (e.g., myself, ourselves)
Week 3	“Drilling Into Earth's Mantle” Extended Read 2: “Studying Earth's Core” Unit Poem: “The Negro Speaks of Rivers”	“The Mystery of Dripping Water”	Latin Roots: sur, sub, inter, dorm, vis	<i>dormant</i> <i>dormer</i> <i>intercept</i> <i>intersection</i> <i>subdivision</i> <i>subscribing</i> <i>suburban</i> <i>surcharge</i> <i>surpass</i> <i>visibility</i> <i>visitation</i> <i>visualization</i>	<i>submerge</i> <i>interchangeable</i> <i>invisible</i> <i>surplus</i> <i>visionary</i> <i>subordinate</i> <i>nondormant</i> <i>subcommittee</i> <i>subconscious</i> <i>interactive</i> <i>intercept</i> <i>supervision</i> <i>revision</i> <i>dormouse</i> <i>insurmountable</i> <i>subterranean</i>			Metacognitive: Apply Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Analyze the Impact of Word Choice on Meaning and Tone Determine an Author's Point of View and Purpose Compare and Contrast How Texts Approach Similar Topics	Use Context Clues to Determine the Meaning of Domain-Specific Words	General Academic Listening & Speaking: <i>glean</i> <i>piqued</i> <i>proposed</i> <i>theory</i>	Process Writing: Multimedia Presentation	Vary Sentence Patterns for Meaning, Reader/ Listener Interest, and Style

Grade 6+ • Unit 9 • Economic Expansion

Essential Question: What does it mean to be a citizen in a global society?

Enduring Understandings:

- Since ancient times, the trade of goods and services has been a major catalyst in the exchange of information, culture, and ideas among different groups of people.
- When people experience a scarcity of resources, or have needs and wants that exceed the resources available to them, they will seek those resources elsewhere.
- Throughout history, people have migrated in search of resources and economic opportunities.
- Today's global economy is based on the international trade of goods, services, and resources, as well as ideas and innovations.
- Economic decisions impact individuals and society in different ways, and there are costs and benefits to today's global economy.

Build Knowledge Word Bank: *catalyst, exchange, expansion, migrate/migration, resources, trade*

Research & Inquiry Project: Research a Trade Route, Part 1

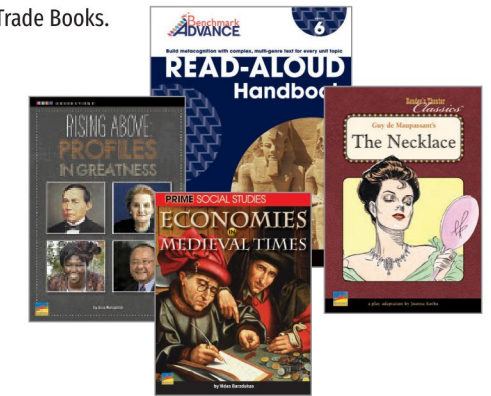
Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- Economic Systems* (840L)
- Rising Above: Profiles in Greatness* (1000L)
- Economies in Medieval Times* (900L)
- Economies in Ancient Times* (930L)

- The Roaring 20s and the Great Depression* (980L)
- From Pyramids to Skyscrapers: Building in the Americas* (990L)



Reader's Theater Scripts:

- The Necklace*

Weekly Readings			Weekly Skills and Strategies										
Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	"The Mongol Empire" Short Read 1: "Marco Polo, China Trader" Short Read 2: "Kublai, the Great Khan"	"A Bionic Breakthrough Goes Global"	Irregular Past Tense Verbs	<i>arose</i> <i>brought</i> <i>caught</i> <i>drove</i> <i>froze</i> <i>knelt</i> <i>sought</i> <i>spoke</i> <i>taught</i> <i>understood</i> <i>upheld</i> <i>wrote</i>	<i>read</i> <i>found</i> <i>told</i> <i>kept</i> <i>took</i> <i>left</i> <i>became</i> <i>felt</i> <i>held</i> <i>knew</i> <i>chose</i> <i>drove</i>	Inflection/ Intonation—Stress		Metacognitive: Apply Strategies Fix-Up: Read On to Clarify or Confirm Understanding	Cite Textual Evidence to Support Analysis and Inferences Integrate Information Presented in Different Media and Formats Determine an Author's Purpose and Point of View in a Text Compare and Contrast How Different Texts Approach Similar Topics	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>esteem</i> <i>weighty</i> <i>commerce</i> <i>infiltrate</i>	News Report	Use Punctuation (Commas, Parentheses, Dashes) to Set Off Nonrestrictive/ Parenthetical Elements
Week 2	"The Secret of Silk" Extended Read 1: "The Silk Road, Yesterday and Today"	"The First Step"	Introduce Compound Words (hyphenated and open)	<i>accident-prone</i> <i>afterthought</i> <i>custom-built</i> <i>foreword</i> <i>headstrong</i> <i>quick-thinking</i> <i>real estate</i> <i>self-conscious</i> <i>side effect</i> <i>social security</i> <i>trial and error</i> <i>voice mail</i> <i>water table</i>	<i>virtual reality</i> <i>nevertheless</i> <i>understatement</i> <i>memory stick</i> <i>double-check</i> <i>self-esteem</i> <i>telltale</i> <i>overcame</i> <i>freckle-faced</i> <i>runner-up</i> <i>electric guitar</i> <i>common sense</i>	Phrasing—Units of Meaning in Complex Sentences		Metacognitive: Apply Strategies	Cite Textual Evidence to Support Analysis and Inferences Integrate Information Presented in Different Media and Formats Determine an Author's Purpose and Point of View in a Text Determine Central Ideas and Key Details Compare and Contrast How Different Texts Approach Similar Topics	Use Context Clues to Determine the Meaning of Words and Phrases Word Relationships (Part/Whole)	General Academic Listening & Speaking: <i>unprecedented</i> <i>intersections</i> <i>distribute</i> <i>streamline</i>	News Report	Identify and Use Strategies to Improve Expression
Week 3	"The Young Head of the Cheng Family" Extended Read 2: "Going Out" Unit Poem: "Going East"	"A World War II Factory Job"	Latin Roots: migr, fac, grat, luna	<i>lunar</i> <i>dissatisfaction</i> <i>facilitate</i> <i>facsimile</i> <i>factor</i> <i>gratitude</i> <i>ingratiate</i> <i>integrate</i> <i>gratuity</i> <i>lunacy</i> <i>migratory</i> <i>transmigration</i> <i>lunate</i>	<i>immigrate</i> <i>emigrate</i> <i>benefactor</i> <i>luna moth</i> <i>congratulate</i> <i>migration</i> <i>nonmigratory</i> <i>satisfaction</i> <i>gratifying</i> <i>lunatic</i> <i>nonmigratory</i> <i>factitious</i>			Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author's Purpose	Cite Textual Evidence to Support Analysis and Inferences Integrate Information Presented in Different Media and Formats Determine an Author's Purpose and Point of View in a Text Compare and Contrast How Different Texts Approach Similar Topics	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>equivalent</i> <i>pledged</i> <i>promotion</i> Domain-Specific Listening & Speaking: <i>assembly line</i>	News Report	Vary Sentence Patterns for Meaning, Reader/ Listener Interest, and Style

Grade 6+ • Unit 10 • Forces: Going to Extremes

Essential Question: How does our knowledge of forces help us make sense of Earth—and beyond?

Enduring Understandings:

- Movement on Earth and in space is controlled by forces and motion.
- The force of gravity impacts all aspects of life on Earth and space exploration.
- The laws of motion explain what happens when forces make things move and help people make accurate predictions.
- Humans use their understanding of forces and motion to carry out small- and large-scale tasks and make work more efficient, and to design and engineer simple and complex machines to solve problems.
- Scientists, engineers, and mathematicians use their understanding of physics, forces, and motion to design and engineer aeronautic vehicles and spacecraft that defy gravity and travel in and beyond Earth's atmosphere.

Build Knowledge Word Bank: *accurate, engineer, efficient, force, motion, predict*

Research & Inquiry Project: Research a Trade Route, Part 2

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Forces and Motion on Earth (700L)
Forces and Motion in Sports (740L)
Isaac Newton and His Laws of Motion (830L)

Forces on Earth (970L)
The Nature of Motion (1080L)
Simple and Complex Machines (970L)

Reader's Theater Scripts:

When Words Collide: The Portmanteau Experiment



	Weekly Readings			Weekly Skills and Strategies										
	Decodable Word Study Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	"Mars Orbit"	Short Read 1: "Mission to Mars" Short Read 2: "Humans to Mars: Yes or No?"	"Life on an Asteroid"	Homographs	<i>content</i> <i>coordinates</i> <i>digest</i> <i>entrance</i> <i>hedge</i> <i>incense</i> <i>moped</i> <i>network</i> <i>document</i> <i>present</i> <i>progress</i> <i>refuse</i>	<i>mission</i> <i>objects</i> <i>initial</i> <i>console</i> <i>extract</i> <i>story</i> <i>forward</i> <i>closer</i> <i>number</i> <i>graduate</i> <i>estimate</i> <i>excuse</i> <i>contract</i> <i>spectacles</i>	Confirm or Correct Word Recognition and Understanding		Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Identify Key Details and Central Ideas Trace and Evaluate an Author's Argument, Claims, and Evidence Compare and Contrast One Author's Presentation of Information with That of Another	Determine the Connotative Meaning of Words Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>feasible</i> <i>world-renowned</i> <i>breakthroughs</i> Domain-Specific Listening & Speaking: <i>propelled</i>	Process Writing: Poetry	Ensure That Pronouns Are in the Proper Case
Week 2	"The Scientist Behind Gravity, Forces, and Motion"	Extended Read 1: "Flip, Spin, and Soar!"	"Spacewalk"	Suffixes: -ic (relating to), -ful (full of), -ism, -dom (state or quality of)	<i>characteristic</i> <i>symbolism</i> <i>disrespectful</i> <i>diversity</i> <i>doubtful</i> <i>electromagnetic</i> <i>humanitarianism</i> <i>individuality</i> <i>mannerism</i> <i>remorseful</i> <i>journalism</i> <i>mechanism</i>	<i>dramatic</i> <i>successful</i> <i>criticism</i> <i>stability</i> <i>boredom</i> <i>classic</i> <i>athletic</i> <i>distressful</i> <i>optimism</i> <i>gratuity</i>	Inflection/ Intonation—Volume		Metacognitive: Apply Strategies	Identify Key Details and Central Ideas Trace and Evaluate an Author's Argument, Claims, and Evidence Compare and Contrast One Author's Presentation of Information with That of Another Determine an Author's Point of View or Purpose	Determine the Connotative Meaning of Words Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>precariouly</i> <i>stability</i> Domain-Specific Listening & Speaking: <i>velocity</i> <i>phenomenon</i>	Process Writing: Poetry	Recognize Variations in Writing and Speaking
Week 3	"Major Taylor"	Extended Read 2: "Track Cycling for Young People: Pros and Cons" Unit Poem: "This Windmill"	"Challenging Gravity"	Prefixes: bi-, tri-, cent-, inter-, em-, ex-	<i>bifunctional</i> <i>binoculars</i> <i>centigrade</i> <i>centipede</i> <i>embarrassment</i> <i>empathize</i> <i>exempt</i> <i>expression</i> <i>interchangeable</i> <i>intermediate</i> <i>triangular</i> <i>trillion</i>	<i>biannual</i> <i>tripod</i> <i>centigram</i> <i>intermission</i> <i>embrace</i> <i>extract</i> <i>bilingual</i> <i>triathlon</i> <i>century</i> <i>interfere</i> <i>embroil</i> <i>exlude</i>			Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Trace and Evaluate an Author's Argument, Claims, and Evidence Compare and Contrast One Author's Presentation of Information with That of Another Determine an Author's Point of View or Purpose	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>gradually</i> <i>abruptly</i> <i>proximity</i> Domain-Specific Listening & Speaking: <i>momentum</i>	Reflect on Writing	Vary Sentence Patterns for Meaning, Reader/ Listener Interest, and Style Maintain Consistency in Style and Tone