

Weeks 1-3	Reading Word recog, Fluency,Vocab 6.1	Reading Comp. Nonfiction 6.2	Reading Comp. Literary 6.3	Writing Process 6.4	Writing Applications 6.5	Writing Conventions 6.6	Listening & Speaking 6.7
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 1&2  Ask Questions  Main Idea & Supporting Details  BM – Unit 1		6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.			6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details	6.6.4 Capitalization: Use correct capitalization  6.6.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect main clauses , and commas before the conjunction in compound sentences	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Read aloud grade-level- appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,	6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 6.4.2 Choose the form of writing that best suits the intended purpose.		6.6.1 Sentence Structure: Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	
<b>Review and Maintenance</b>							
Previous year Acuity and ISTEP data							

Weeks 4-6	Reading Word recog, Fluency,Vocab 6.1	Reading Comp. Nonfiction 6.2	Reading Comp. Literary 6.3	Writing Process 6.4	Writing Applications 6.5	Writing Conventions 6.6	Listening & Speaking 6.7
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 3  Determine Text Importance Sequence of Events  BM – Unit 2			6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.			6.6.6 Identify and correctly use prepositional phrases, appositives, main clauses , and subordinate clauses.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.5 Identify the speaker and recognize the difference between first-person and third-person .	6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order. 6.4.8 Review, evaluate, and revise writing for meaning and clarity.  6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs		6.6.2 Grammar: Identify and properly use indefinite pronouns present perfect, past perfect, and future perfect verb tenses ; ensure that verbs agree with compound subjects.	6.7.13 Deliver persuasive presentations that: provide a clear statement of the position, include relevant evidence, offer a logical sequence of information, engage the listener and try to gain acceptance of the proposition or proposal.
<b>Review and Maintenance</b>							
Previous year Acuity and ISTEP data		6.2.3			6.5.8	6.6.4	

<b>Weeks 7-9</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 4&5  Visualize and Make Inferences  BM – Unit 3		6.2.6 Expository (Informational) Critique: Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.  6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.				6.6.6 Identify and correctly use prepositional phrases, appositives, main clauses , and subordinate clauses.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade- level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.3 Write informational pieces of several paragraphs that: engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, conclude with a detailed summary linked to the purpose of the composition. 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.		6.6.2 Grammar: Identify and properly use indefinite pronouns present perfect, past perfect, and future perfect verb tenses ; ensure that verbs agree with compound subjects.	
<b>Review and Maintenance</b>							
<u>Weeks 1-9</u> Previous year Acuity and ISTEP data	6.2.3			6.4.4	6.5.8	6.6.4	

<b>Weeks 10-12</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 6  Fix-up Monitor  Summarize  BM – Unit 4		6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.				6.6.1 Sentence Structure: Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	6.5.5 Write persuasive compositions that: state a clear position on a proposition or proposal, support the position with organized and relevant evidence and effective emotional appeals, anticipate and address reader concerns and counterarguments.		6.7.3 Restate and carry out multiple-step oral instructions and directions.
<b>Review and Maintenance</b>							
<b><u>Weeks 10-18</u></b> Acuity A Data		6.2.7		6.4.4			

<b>Weeks 13-15</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 7  Determine Text Importance  Compare & Contrast  BM – Unit 5		6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.  6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.				6.6.6 Identify and correctly use prepositional phrases, appositives, main clauses , and subordinate clauses.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	6.5.5 Write persuasive compositions that: state a clear position on a proposition or proposal, support the position with organized and relevant evidence and effective emotional appeals, anticipate and address reader concerns and counterarguments.		6.7.3 Restate and carry out multiple-step oral instructions and directions.
<b>Review and Maintenance</b>							
<u>Weeks 10-18</u> Acuity A Data		6.2.4					6.7.3

<b>Weeks 16-18</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 8  Make Connections  Cause & Effect  BM – Unit 6			6.3.3 Analyze the influence of the setting on the problem and its resolution.			6.6.2 Grammar: Identify and properly use indefinite pronouns present perfect, past perfect, and future perfect verb tenses ; ensure that verbs agree with compound subjects.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form. 6.3.2 Analysis of Grade-Level-Appropriate Literary Text: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.		6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: state the thesis or purpose, explain the situation, organize the composition clearly, offer evidence to support arguments and conclusions.		6.7.14 Deliver presentations on problems and solutions that, theorize on the causes and effects of each problem, establish connections between the defined problem and at least one solution, offer persuasive evidence to support the definition of the problem and the proposed solutions.
<b>Review and Maintenance</b>							
<b>Weeks 10-18</b> Acuity A Data		6.2.2		6.4.4			6.7.3

<b>Weeks 19-21</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 9 & 10  Make Inferences  Draw Conclusions  BM – Unit 7		6.2.6 Expository (Informational) Critique: Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.				6.6.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect main clauses , and commas before the conjunction in compound sentences	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade- level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice,		6.3.2 Analysis of Grade-Level- Appropriate Literary Text: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. 6.3.3 Analyze the influence of the setting on the problem and its resolution.	6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	6.5.1 Write narratives that: establish and develop a plot and setting and present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character, use a range of narrative devices, such as dialogue or suspense.		6.7.3 Restate and carry out multiple- step oral instructions and directions.
<b>Review and Maintenance</b>							
<b><u>Weeks 19-27</u></b> Acuity B Data		6.2.2			6.5.2		

Weeks 22-24	Reading Word recog, Fluency,Vocab 6.1	Reading Comp. Nonfiction 6.2	Reading Comp. Literary 6.3	Writing Process 6.4	Writing Applications 6.5	Writing Conventions 6.6	Listening & Speaking 6.7
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 11-12  Summarize/ Synthesize  Author's Purpose  BM – Unit 8		6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text				6.6.2 Grammar: Identify and properly use indefinite pronouns present perfect, past perfect, and future perfect verb tenses ; ensure that verbs agree with compound subjects.	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice.	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form. 6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	6.4.2 Choose the form of writing that best suits the intended purpose	6.5.1 Write narratives that: establish and develop a plot and setting and present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character, use a range of narrative devices, such as dialogue or suspense.		6.7.3 Restate and carry out multiple-step oral instructions and directions. 6.7.9 Identify persuasive and propaganda techniques used in electronic media and identify false and misleading information.
<b>Review and Maintenance</b>							
<u>Weeks 19-27</u> Acuity B Data		6.2.6					

<b>Weeks 25-27</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 13-14-15  Make Connections  Fact/Opinion  BM – Unit 9		6.2.6 Expository (Informational) Critique: Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.				6.6.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect main clauses , and commas before the conjunction in compound sentences	
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade- level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice.		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.			6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
<b>Review and Maintenance</b>							
<u>Weeks 19-27</u> Acuity B Data		6.2.8					

<b>Weeks 28-30</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 16-17-18  Ask Questions Make Judgements  BM – Unit 10	6.1.2 Vocabulary and Concept Development: Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.	6.2.6 Expository (Informational) Critique: Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme. 6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.				
<b>Supporting Indicators----addressed (not necessarily assessed)</b>							
	6.1.1 Decoding and Word Recognition: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice.		6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	6.4.3 Write informational pieces of several paragraphs that: engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, conclude with a detailed summary linked to the purpose of the composition. 6.4.6. Use organization features of electronic text. 6.4.8 Review, evaluate, and revise writing for meaning and clarity. 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs			
<b>Review and Maintenance</b>							
<b>Weeks 28-36</b> Acuity C data							6.7.6 6.7.9

<b>Weeks 31-33</b>	<b>Reading Word recog, Fluency,Vocab 6.1</b>	<b>Reading Comp. Nonfiction 6.2</b>	<b>Reading Comp. Literary 6.3</b>	<b>Writing Process 6.4</b>	<b>Writing Applications 6.5</b>	<b>Writing Conventions 6.6</b>	<b>Listening &amp; Speaking 6.7</b>
<b>Priority Indicators-----addressed and assessed</b>							
Shurley Ch. 19  REVIEW  Research Paper	6.1.2 Vocabulary and Concept Development: Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.		6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.				
<b>Supporting Indicators-----addressed (not necessarily assessed)</b>							
				6.4.5 Research Process and Technology: Use note-taking skills when completing research for writing. 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e- mail addresses, to locate information. 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation	6.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process and that:uses information from a variety of sources and documents sources independently by using a consistent format for citations, demonstrates that information that has been gathered has been summarized, demonstrates that sources have been evaluated for accuracy, bias, and credibility, organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).		
<b>Review and Maintenance</b>							
<u>Weeks 28-36</u> Acuity C data							

Week 34 ISTEP+ test

Week 35-36

Exit Projects & Remediation