# Common Core Standards

Unit I, Lesson I

L.6.2b	spell correctly
L.6.4a	use context as a clue to the meaning of a word or phrase
L.6.4b	use common Greek and Latin affixes and roots as clues to the meaning of a word
L.6.4c	consult reference materials, both print and digital, to find pronunciation and determine and clarify meaning and part of speech
L.6.6	acquire and use general academic and domain—specific words and phrases/gather vocabulary knowledge for comprehension or expression
R.L. 6.1	cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn
R.L. 6.3	describe how a story's or drama's plot unfolds and how characters respond or change
R.L. 6.4	determine the meaning of words or phrases, including figurative and connotative meanings/analyze impact of word choice
R.L 6.5	analyze how a sentence, chapter, scene, or stanza fits in the overall structure
R.L. 6.10	read and comprehend literature

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# Contents & Explanation

Unit I, Lesson I

ooo Page 1

Understanding Characters: Respond to Challenges	Students complete the graphic organizer, noting the way the main character's thoughts, words, and actions influence the way they respond to challenges.
Understanding Characters: Change Over Time	Students complete the graphic organizer, noting the way the main character's thoughts, words, and actions influence the way they change over time.
Understanding Characters: Supporting Details	Students complete the graphic organizer, supporting the provided statement about how the main character responds.
Understanding Characters: Supporting Details	Students complete the graphic organizer, supporting the provided statement about how the main character changes over time.
INTERACTIVE NOTEBOOK Understanding Characters	* This page may be used in place of a previous Understanding Characters page.  On the outside flaps, students draw 2 main characters. On the inside flaps, they choose an adjective to describe each character and then support that word choice with text evidence.  Students cut and paste this page into their Interactive Notebook.
Asking Questions	Student complete the table, writing questions as they read, as well as any answers they find.
Creating Text Questions	Students write text questions. They are challenged to write complex questions. Students trade papers with a partner, answering their partner's questions.

# Contents & Explanation

Unit I, Lesson I

**999** Page 2

INTERACTIVE NOTEBOOK Asking Questions	* This page may be used in place of the first Asking Questions page.  Students lift the flaps, writing questions they have as they read. They follow the prompts on the front of the flaps, such as "I wonder why How and I'm confused about"
	Students cut and paste this page into their Interactive Notebook.
Dialogue	Students note how a character's dialogue reveals their personality They write down the dialogue that best revealed the traits of each character. They also write down the personality revealed by the dialogue.
The School Story Text Questions	Students answer text—dependent questions about The School Story. They need access to the text in order to provide evidence for their thinking.
Eleven Text Questions	Students answer text—dependent questions about the story. They need access to the text in order to provide evidence for their thinking.
Essential Question	Students journal write, answering the essential question, "How can the choices you make affect relationships with other people?"
Vocabulary Word Wall Words	Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.
Vocabulary Definitions and Sentence Writing	Students complete the table, using the glossary to define each vocabulary word. Then, they write sentences using the vocabulary words that shows they understand each word's meaning.

# Contents & Explanation

Unit I, Lesson I

**999** Page 3

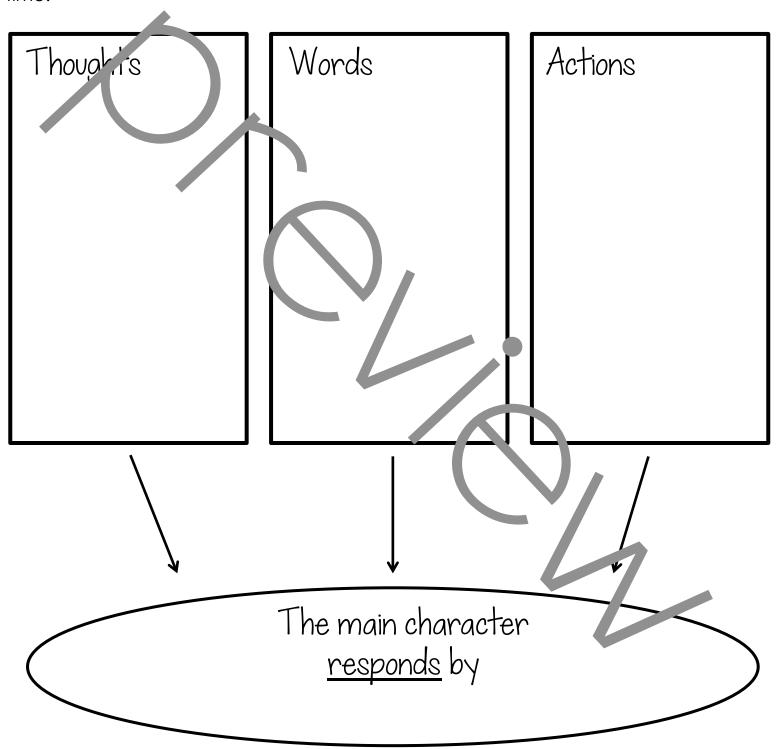
Vocabulary: Using Context Clues	Students read each sentence, using context clues to determine the correct vocabulary word for each sentence.
INTERACTIVE NOTEBOOK Vocabulary Words	* This page may be used in place of the Vocabulary Definitions and Sentence Writing page.
vocabolal y vvolus	Students lift the flaps and write sentences using each vocabulary word. Students are challenged to write sentences about the story.
	Students cut and paste this page into their Interactive Notebook.
Vocabulary: Prefixes	Students use their understanding of the meaning of each root word and prefix to define the given words.
Spelling List	Teachers are provided with the spelling lists (2 to a page) to be cut and distributed to students for at—home study.
Spelling Practice: Writing 3 Times Each	Students write the spelling words, three times each.
Spelling Practice: Short Vowel Sort	Students write the spelling words into the correct columns according to short vowel sound.
Spelling Practice: Writing Triangle Words	Students write their spelling words, one letter at a time, so that they take the shape of triangles.
Grammar: Complete Sentences	Students correct the run—ons and fragments. They rewrite the sentences, correctly.
Answer Keys	Answer Keys are provided for all applicable pages.

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#### ●● The School Story

## >>> Understanding Characters

<u>Directions</u>: Complete the graphic organizer, noting how the character's thoughts, words, and actions influence the way she responds to challenges and changes over time.

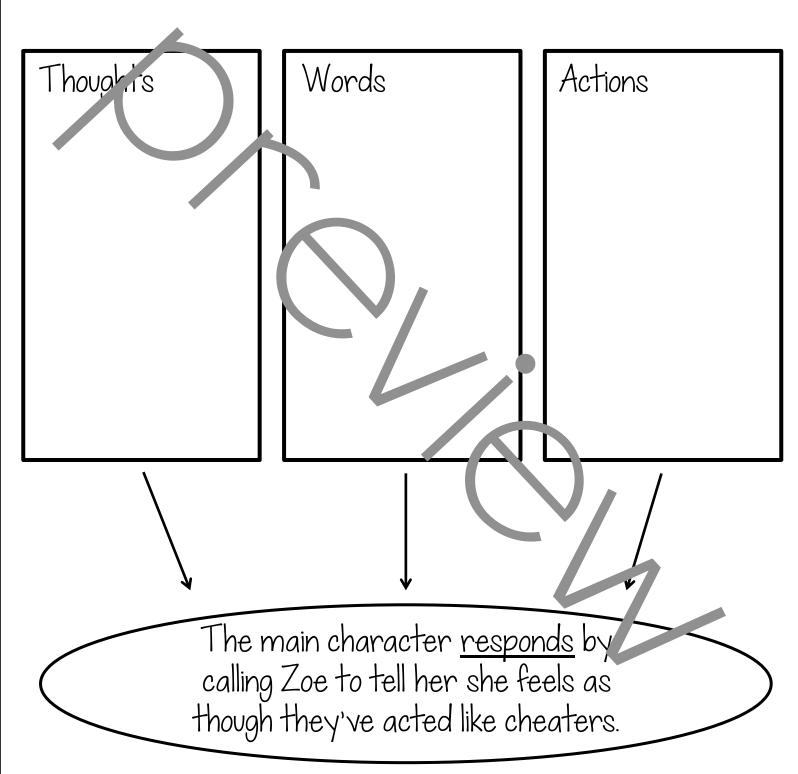


Name: _						

#### ●● The School Story

## >>> Understanding Characters

<u>Directions</u>: Complete the graphic organizer, noting how the character's thoughts, words, and actions influence the way she responds to challenges.

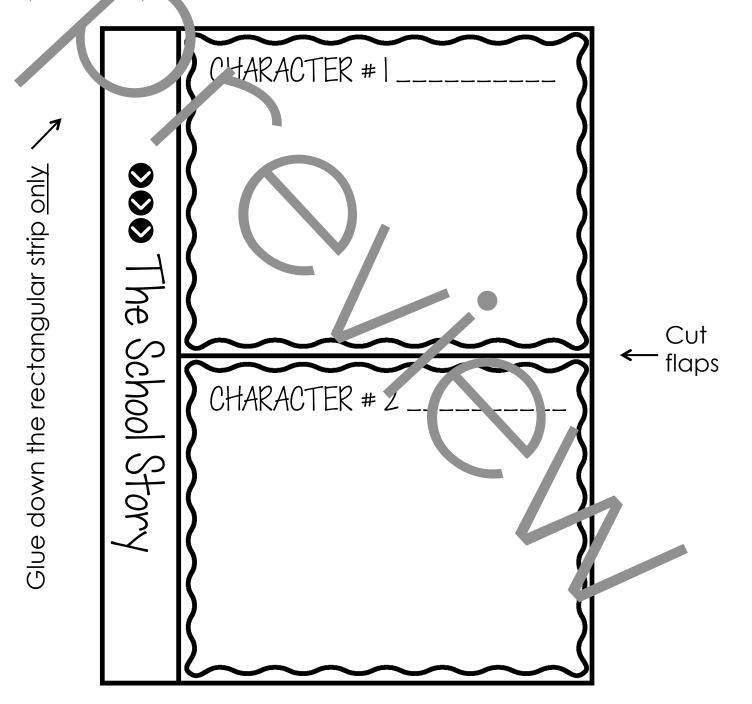


Name: \_\_\_\_\_

#### ●●● The School Story

### >> Understanding Characters

<u>Directions</u>: Draw 2 important characters on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give at least two pieces of text evidence to support this adjective. (Ex: Sally is generous. She spent her recess time helping Jenny with her math homework. She was also willing to let Jenny borrow her calculator until she could purchase (1.1e.)



Name:	
>>> The School Story	>→ Asking Questions
question that can be categorized into	questions about the story. Try to write a each box. At least 3 of the questions you papers with a partner. Answer their questions
What?	Who?
Answer:	Answer:
When?	Wnat?
Answer:	Answer:
How?	Why?
Answer:	Answer:

#### ●● The School Story

> Dialogue

<u>Directions</u>: Think about what each character's dialogue reveals about their personality. Complete the table, writing the dialogue that best helped you determine each character's personality traits.

	Dialogue	Personality
Natalie		
Hannah		
Zoe		
Letha		

Na	me:	
0	▶ The School Story	>>> Text Questions
	ections: Answer each question in a compatte evidence to support your thinking.	ete sentence. You will need to provide
1.	Make an inference: Why might Natalie's mom's office?	mouth felt dry as she walked to her
2.	Natalie describes Letha as a stuck-up, kn details from the Lext.	ow-it-all. Support her statement with
3.	How would you describe Zoe? Use two describes thinking.	etails from the story to support your
4.	Make an inference: Why might Natalie he the process of her mom reading the mar	
5.	Explain the statement the author makes, does that statement mean, in the contex	
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Na	me:	
0	The School Story	>>> Text Questions
6.	Andrew Clements book, The Schoolelements of this story that are real	ool Story, is realistic fiction. Describe three listic.
7. —	Describe how Natale's thoughts a story.	on Saturday night impact her actions in the
8.	Make a judgment: Do you think the true author of the manuscript? Will have a judgment of the manuscript?	latalis should have told her mom that she is the hy cowhy notice
9.	Explain why Natalie may have ch story. Use text evidence in your ar	osen not to tell her mon, that she authored the nswer.
10.	What lingering questions does this	s story leave unanswered?
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hilarious poems.

#### ●● The School Story

### > Using Context Clues

<u>Directions</u>: Use context clues to complete each sentence with the correct vocabulary word.

	,							
	publishing	literary	disclose	manuscript	revisions			
	editori 11	maze	muted	wry	pressuring			
1.	My narrative	ming riece in fin	nished; I will now	/ make some	in			
	order to create ruore dynamic characters.							
2.	The kittens'		could hardly	be heard through	the laundry			
	room door.							
3.	Donald is		his younger bro	ther, Jay, to trade	baseball cards			
	with him, but Jay knows his cards are more valuable.							
4.	"Please don't_		_ the $\epsilon$ nding of	the movie," remir	nded Sarah. "I			
	haven't seen it	yet."						
5.	Grandpa Paul	has a	sense of	iumor, to is able to	tell remarkable			
	stories about his very difficult childhood.							
6.	I submitted my	writing piece to	the	\ lirer tor of	our school			
	newspaper. I'm really hoping she chooses to put lish it!							
7.	"The halls of the	e middle school	remind me of o	a,'	' said Max. "I			
	don't know wh	ich way to go!"						
8.	Aunt Erin wrote	a children's bo	ok that a comp	oany will be	nex			
	month.							
9.	A	is an or	iginal copy of c	a story.				
10.	Rebecca has g	great	talents; s	she writes fantastic	stories and			

#### ●●● The School Story

#### > Short Vowels

<u>Directions</u>: Write each spelling word into the correct column based upon the short vowel sound. Some words will fit in more than column.

short	short e	short i	short o	short u
		•		

batch	blunder	text	initials	sv.ft	salary
reject	strict	mystery	statue	tense	quintat
vanish	meadow	expand	polish	modern	magnetic
sloppy	recover	bluff	somehow	grasp	tepid
rhythm	cleanse	promptly	dreadful	bundle	intact