

Common Core Standards

Unit 1, Lesson 1

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

Contents & Explanation

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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	<p>* This page may be used in place of a previous Understanding Characters page.</p> <p>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.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>
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.

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INTERACTIVE NOTEBOOK Asking Questions	<p>* This page may be used in place of the first Asking Questions page.</p> <p>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..."</p> <p>Students cut and paste this page into their Interactive Notebook.</p>
Dialogue	<p>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.</p>
The School Story Text Questions	<p>Students answer text-dependent questions about The School Story. They need access to the text in order to provide evidence for their thinking.</p>
Eleven Text Questions	<p>Students answer text-dependent questions about the story. They need access to the text in order to provide evidence for their thinking.</p>
Essential Question	<p>Students journal write, answering the essential question, "How can the choices you make affect relationships with other people?"</p>
Vocabulary Word Wall Words	<p>Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.</p>
Vocabulary Definitions and Sentence Writing	<p>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.</p>

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Vocabulary: Using Context Clues	Students read each sentence, using context clues to determine the correct vocabulary word for each sentence.
INTERACTIVE NOTEBOOK Vocabulary Words	<p>* This page may be used in place of the Vocabulary Definitions and Sentence Writing page.</p> <p>Students lift the flaps and write sentences using each vocabulary word. Students are challenged to write sentences about the story.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>
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.

Name: _____

▶▶▶ The School Story

»→ Understanding Characters

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

Thoughts	Words	Actions
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The main character responds by

Name: _____

▶▶▶ The School Story

»→ Understanding Characters

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

Thoughts	Words	Actions

The main character responds by calling Zoe to tell her she feels as though they've acted like cheaters.

Name: _____

▶▶▶ The School Story

»→ Understanding Characters

Directions: 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 one.*)

Glue down the rectangular strip only

CHARACTER # 1 _____

CHARACTER # 2 _____

← Cut flaps

Name: _____

▶▶▶ The School Story

»» Asking Questions

Directions: As you read, write *your own* questions about the story. Try to write a question that can be categorized into each box. At least 3 of the questions you write should be *complex*. Then, trade papers with a partner. Answer their questions as they answer *your* questions!

What...?

Answer: _____

Who...?

Answer: _____

When...?

Answer: _____

What...?

Answer: _____

How...?

Answer: _____

Why...?

Answer: _____

Name: _____

▶▶▶ The School Story

»→ Dialogue

Directions: 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		

Name: _____

▶▶▶ The School Story

»→ Text Questions

Directions: Answer each question in a complete sentence. You will need to provide text evidence to support your thinking.

1. Make an inference: Why might Natalie's mouth felt dry as she walked to her mom's office?

2. Natalie describes Betha as a stuck-up, know-it-all. Support her statement with details from the text.

3. How would you describe Zoe? Use two details from the story to support your thinking.

4. Make an inference: Why might Natalie have declined Zoe's ideas to speed up the process of her mom reading the manuscript?

5. Explain the statement the author makes, *The day of judgment had arrived*. What does that statement mean, in the context of this story?

Name: _____

▶▶▶ The School Story

»→ Text Questions

6. Andrew Clements book, The School Story, is realistic fiction. Describe three elements of this story that are realistic.

7. Describe how Natalie's thoughts on Saturday night impact her actions in the story.

8. Make a judgment: Do you think Natalie should have told her mom that she is the true author of the manuscript? Why or why not?

9. Explain why Natalie may have chosen not to tell her mom that she authored the story. Use text evidence in your answer.

10. What lingering questions does this story leave unanswered?

Name: _____

▶▶▶ The School Story

»→ Using Context Clues

Directions: Use context clues to complete each sentence with the correct vocabulary word.

publishing	literary	disclose	manuscript	revisions
editorial	maze	muted	wry	pressuring

1. My narrative writing piece is finished; I will now make some _____ in order to create more dynamic characters.
2. The kittens' _____ cries could hardly be heard through the laundry room door.
3. Donald is _____ his younger brother, Jay, to trade baseball cards with him, but Jay knows his cards are more valuable.
4. "Please don't _____ the ending of the movie," reminded Sarah. "I haven't seen it yet."
5. Grandpa Paul has a _____ sense of humor; he is able to tell remarkable stories about his very difficult childhood.
6. I submitted my writing piece to the _____ director of our school newspaper. I'm really hoping she chooses to publish it!
7. "The halls of the middle school remind me of a _____," said Max. "I don't know which way to go!"
8. Aunt Erin wrote a children's book that a company will be _____ next month.
9. A _____ is an original copy of a story.
10. Rebecca has great _____ talents; she writes fantastic stories and hilarious poems.

Name: _____

▶▶▶ The School Story

»→ Short Vowels

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

short <i>a</i>	short <i>e</i>	short <i>i</i>	short <i>o</i>	short <i>u</i>	
batch	blunder	text	initials	swift	salary
reject	strict	mystery	statue	tense	quintet
vanish	meadow	expand	polish	modern	magnetic
sloppy	recover	bluff	somehow	grasp	tepid
rhythm	cleans	promptly	dreadful	bundle	intact