

Grade 6 Curriculum Map

GRADE-LEVEL UNIT & PERFORMANCE TASK OVERVIEW

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Theme	Growing Up	Natural Allies	Living with Technology	Imagined Worlds	Extraordinary People
Essential Question	What are some of the challenges and triumphs of growing up?	How do animals and people interact?	Is technology helpful or harmful in our lives?	How does imagination enrich our lives?	What makes people extraordinary?
Performance Task: Writing	Personal Narrative	Informational Essay	Argumentative Essay	Short Story	Research Paper
Performance Task: Speaking & Listening	Present a Narrative: Retelling	Give and Follow Instructions	Conduct a Debate	Present a Short Story.	Deliver a Research Presentation.
Performance-Based Assessment	Personal Narrative	Informational Essay	Argumentative Essay	Short Story	Research Paper

GRADE-LEVEL TABLE OF CONTENTS

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DISCLAIMER: These maps reflect the point-of-use Standards in the Teacher's Edition planning and teaching pages only and may not align with additional correlations documents.

UNIT 1	Selection Title	Author	Genre	Lexile
Unit Theme	Unit 1: Growing Up			
Essential Question	What are some of the challenges and triumphs of growing up?			
Performance Task Mode	Personal Narrative			
Mentor Text	The Competition		Personal Narrative	680L
Whole-Class Learning	My Achilles' Meal	Firoozeh Dumas	Memoir	850L
	Compare: <i>from</i> Bad Boy	Walter Dean Myers	Memoir	1000L
	Compare: I Was a Skinny Tomboy Kid	Alma Luz Villanueva	Poem	NP
Peer-Group Learning	The Moth Presents: Aleeza Kazmi	n/a	Media: Oral Storytelling	n/a
	Prince Francis	Roddy Doyle	Realistic Short Story	510L
	Eleven	Sandra Cisneros	Short Story	900L
Independent Learning	Oranges	Gary Soto	Poetry	NP
	The Boy Nobody Knew	Faith Ringgold	Personal Essay	820L
	The Horned Toad	Gerald Haslam	Short Story	980L
	Raymond's Run	Toni Cade Bambara	Realistic Fiction	1280L
UNIT 2	Selection Title	Author	Genre	Lexile
Unit Theme	Unit 2: Natural Allies			
Essential Question	How do animals and people interact?			
Performance Task Mode	Informational Essay			
Mentor Text	Reading Buddies		Informational Essay	890L
Whole-Class Learning	<i>from</i> My Life With the Chimpanzees	Jane Goodall	Autobiography	860L
	Horses as Healers Around the World	Carolyn Cory Scoppettone	Informational Article	1070L

Peer-Group Learning	Poetry Collection: Sonnet	Margaret E. Bruner	Poetry	NP
	Poetry Collection: Nikita	Alberto Ríos	Poetry	NP
	Poetry Collection: The Visitor	Ada Limón	Poetry	NP
	The Tale of the Hummingbird	Pura Belpré	Creation Story	740L
	Black Cowboy, Wild Horses	Julius Lester	Biography	710L
Independent Learning	Predators	Linda Hogan	Poetry	NP
	The Girl Who Gets Gifts From Birds	Katy Sewall	News Article	830L
	Speak, Fido!	Shay Maunz	Informational Text	910L
	All the Pretty Ponies	Oscar Casares	Reflective Essay	1220L
UNIT 3	Selection Title	Author	Genre	Lexile
Theme	Unit 3: Living with Technology			
Essential Question	Is technology helpful or harmful in our lives?			
Performance Task Mode	Argument			
Mentor Text	That's Not Progress!		Argument	990L
Whole-Class Learning	<i>from</i> Cinder	Marissa Meyer	Science Fiction	880L
	Compare: The Biometric Body	Kathiann M. Kowalski	Informational Article	970L
	Compare: Biometrics Are Not Better	Reuben Lorre	Argument	960L
Peer-Group Learning	Feathered Friend	Arthur C. Clarke	Science Fiction	1100L
	The Microchip Implants That Let You Pay With Your Hand	Katherine Latham	Feature Article	1140L
	Social Media Influencers Impact Teens	Andrea Li	Argument	1280L
Independent Learning	7-Year-Old Girl Gets a New Hand From 3-D Printer	John Rogers	News Article	860L
	High-Tech Backpacks Open World of Whales to Deaf Students	Associated Press	News Article	1260L

	Poetry Collection: The Railway Train	Emily Dickinson	Poetry	NP
	Poetry Collection: The Engine	Ella Wheeler Wilcox	Poetry	NP
	The Internet of Things	IBM Social Media	Media: Video	n/a
UNIT 4	Selection Title	Author	Genre	Lexile
Theme	Unit 4: Imagined Worlds			
Essential Question	How does imagination enrich our lives?			
Performance Task Mode	Fiction			
Mentor Text	<i>from</i> The New Planet		Fiction	750L
Whole-Class Learning	A Wrinkle in Time Play, Part 1 & 2	John Glore, based on the book by Madeleine L'Engle	Drama	NP
Peer-Group Learning	The Tanuki-Kettle	Eugie Foster	Folk Tale	750L
	Compare: Jabberwocky <i>from</i> Through the Looking Glass	Lewis Carroll	Narrative Poem	NP
	Compare: The Mock Turtle's Song <i>from</i> Alice in Wonderland	Lewis Carroll	Song	NP
	The Sand Castle	Alma Luz Villanueva	Science Fiction	740L
Independent Learning	<i>from</i> The Wonderful Wizard of Oz	L. Frank Baum	Fantasy	1030L
	Poetry Collection: Two of a Kind	Nikki Grimes	Poetry	NP
	Poetry Collection: Dreaming Up the Future	Francisco X. Alarcón	Poetry	NP
	<i>from</i> The Misadventures of Don Quixote	Miguel de Cervantes, retold by Tom Lathrop	Retelling	940L
	<i>from</i> Alice's Adventures in Wonderland	Lewis Carroll	Fantasy	1080L
UNIT 5	Selection Title	Author	Genre	Lexile
Theme	Unit 5: Extraordinary People			
Essential Question	What makes people extraordinary?			

Performance Task Mode	Research Paper			
Mentor Text	What Does It Mean to Be Extraordinary?		Research Paper	860L
Whole-Class Learning	Eyes Looking to the Sky	Christopher Hallman	Short Story	930L
	The World's Best Blind Mountain Biker	Great Big Story	Media: Video	n/a
Peer-Group Learning	Ada and the Thinking Machines	Kathleen Krull	Biography	960L
	The King of Mazy May	Jack London	Adventure Story	1170L
	Compare: <i>from</i> Sacajawea	Joseph Bruchac	Historical Fiction	790L
	Compare: <i>from</i> Lewis and Clark	Nick Bertozzi	Media: Graphic Novel History	n/a
Independent Learning	The Hero Twins: Against the Lords of Death: A Mayan Myth	Dan Jolley, illustrated by David Witt	Media: Graphic Novel	n/a
	<i>from</i> Shipwreck at the Bottom of the World	Jennifer Armstrong	Nonfiction Narrative	1110L
	Time Magazine's Kid of the Year Learns You Can't Win if You Don't Try	Bob Francis	Feature Article	1030L
	The Legacy of Arctic Explorer Matthew Henson	James Mills	Informational Article	1240L

UNIT 1 OVERVIEW

THEME Growing Up	ESSENTIAL QUESTION <i>What are some of the challenges and triumphs of growing up?</i>
RELEVANCE AND AGENCY At the start of this unit, students discuss what the term “growing up” suggests to them. As they work through this unit, they will read about many examples of the challenges and triumphs of growing up. Students read across fiction and nonfiction to develop their perspective on the Essential Question and they apply their learning in authentic ways such as creating a social media post about what “growing up” means to them.	
UNIT GOALS Students will be able to: <ul style="list-style-type: none"> ● I can read selections that illustrate the challenges and triumphs people experience while growing up. ● I can understand and use academic vocabulary words related to personal narratives. ● I can recognize elements of different genres, especially realistic fiction and memoirs ● I can read a selection of my choice independently and make connections to other texts. ● I can write a focused, well-organized personal narrative. ● I can prepare and present a retelling. 	PERFORMANCE TASKS Mid-Unit Performance Tasks <ul style="list-style-type: none"> ● Write a personal narrative in which you relate an experience that answers the following question: What childhood event taught you a lesson about life? ● With your group, organize and deliver a retelling of one of the selections in this section of the unit. End-of-Unit Performance-Based Assessments <ul style="list-style-type: none"> ● Write a personal narrative that reflects your new understanding of the Essential Question: What are some of the challenges and triumphs of growing up? Develop Your Perspective: Unit Projects Students choose how to demonstrate their learning through: <ul style="list-style-type: none"> ● Write a social media post of at least two paragraphs that describes what “growing up” means to you ● Create a playlist of at least five songs related to growing up. Include songs of various genres and time periods. ● With a small group, hold a discussion about the following quotation: “It takes courage to grow up and become who you really are.” —E. E. Cummings
UNIT STANDARDS READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.9; RL.10 READING INFORMATIONAL TEXT RI.1; RI.2; RI.6; RI.10 WRITING W.2; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.7; W.9; W.9.a; W.9.b; W.10	

SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2

LANGUAGE L.1; L.1.a; L.1.d; L.1.e; L.2; L.2.b; L.3; L.3.a; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5.a; L.6

UNIT 2 OVERVIEW

THEME Natural Allies	ESSENTIAL QUESTION <i>How do animals and people interact?</i>
<p>RELEVANCE AND AGENCY</p> <p>As students begin this unit, they consider what the words natural allies suggest to them. As they work through the unit, they read many examples about animals that have gone to extraordinary lengths to help humans in need. This helps them think about the bond between humans and animals, the ways in which we learn from other living things, and what it means to be an ally to someone or something else. Students also learn how animals help humans center and celebrate diversity. Students read across different genres in this unit, and choose how to communicate their perspective through tasks such as social media tasks, illustrations, and peer discussions.</p>	
<p>UNIT GOALS</p> <ul style="list-style-type: none"> • Read texts that illustrate the different ways animals and people interact and compare it to my own experiences. • Understand and use academic vocabulary words related to informational texts. • Recognize elements of different genres, including autobiography, poetry, and informational texts. • Read a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized informational essay. • Prepare and deliver an informational presentation. 	<p>PERFORMANCE TASKS</p> <p>Mid-Unit Performance Tasks</p> <ul style="list-style-type: none"> • Write an informational essay in which you share information that answers the following question: What can people learn from animals? • With your group, research how to make an origami version of an animal you choose together. Then, write a set of instructions and deliver them so that classmates can follow them. <p>End-of-Unit Performance-Based Assessments</p> <ul style="list-style-type: none"> • Write a structured and coherent informational essay in which you develop a thesis in response to the Essential Question: How do people and animals interact? <p>Develop Your Perspective: Unit Projects</p> <p>Students choose how to demonstrate their learning through:</p> <ul style="list-style-type: none"> • Write a social media post describing one thing you learned about the ways in which animals and people interact. • Create an illustration that depicts a scene from one of the texts in the unit. • Write a paragraph describing something from the unit that surprised you. Share your paragraph with a small group and hold a discussion in which you compare and contrast the ideas that group members found surprising.

UNIT STANDARDS**READING LITERATURE** RL.1; RL.2; RL.4; RL.5; RL.10**READING INFORMATIONAL TEXT** RI.1; RI.2; RI.4; RI.5; RI.6; RI.7; RI.9; RI.10**WRITING** W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.2.f; W.4; W.5; W.6; W.7; W.8; W.10**SPEAKING & LISTENING** SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.4; SL.5; SL.6**LANGUAGE** L.1; L.1.b; L.1.c; L.1.d; L.2; L.2.b; L.3; L.3.a; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.a; L.5.c; L.6**UNIT 3 OVERVIEW****THEME**

Living With Technology

ESSENTIAL QUESTION*Is technology helpful or harmful in our lives?***RELEVANCE AND AGENCY**

At the start of this unit, students consider what the words living with technology suggest to them. As they work through the unit, they read about many examples of technology and discuss whether they have helped or harmed society. Students explore technology such as digital phones, social media, and the inclusive or exclusive aspects of technology in our lives. To authentically demonstrate their developing perspective, students engage in tasks such as creating an advertisement for a technological device, designing a comic strip, and propelling a peer discussion to debate the usefulness of certain technologies.

UNIT GOALS

- Read selections that express different points of view about living with technology, and I can develop my own perspective.
- Understand and use academic vocabulary words related to arguments.
- Recognize elements of different genres, especially science fiction, articles, and arguments.
- Read or view a selection of my choice independently and make meaningful connections to other texts.
- Write a focused, well-organized argumentative essay
- Participate effectively in a debate.

PERFORMANCE TASKS**Mid-Unit Performance Tasks**

- Write an **argumentative essay** in which you take a position on the following question: Do mobile devices improve our lives?
- With your group, pair up with another group to conduct a **debate** in which each team takes a position on this statement: The disadvantages of technology outweigh its benefits.

End-of-Unit Performance-Based Assessments

- Write an **argumentative essay** in which you state and defend a claim in response to the Essential Question: Is technology helpful or harmful in our lives?

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Create and present an advertisement to promote a technological device or type of technology.

	<ul style="list-style-type: none"> • Create a comic strip that focuses on the most memorable thing you learned about technology in this unit. • With a small group, hold a discussion about which technology addressed in the unit is the most beneficial to humans.
UNIT STANDARDS READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.7; RL.9; RL.10 READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.7; RI.8; RI.10 WRITING W.1; W.1.a; W.1.b; W.1.c; W.1.d; W.1.e; W.2; W.2.a; W.2.d; W.3; W.4; W.6; W.7; W.8; W.9; W.9.b; W.10 SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.3; SL.4; SL.5; SL.6 LANGUAGE L.1; L.1.c; L.2; L.2.a; L.2.b; L.3; L.3.a; L.3.b; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.b; L.5.c; L.6	

UNIT 4 OVERVIEW

THEME Imagined Worlds	ESSENTIAL QUESTION <i>How does imagination enrich our lives?</i>
RELEVANCE AND AGENCY At the start of this unit, students consider what the word imagination suggests to them and they draw upon their own experience to discuss whether children or adults use their imagination more. Throughout the unit, they read texts and watch a video about the power of imagination – all to develop their own perspective on the Essential Question: How does imagination enrich our lives? Using these thematically-related unit resources, students consider the role imagination plays in learning and what imagination has led people, including themselves, to accomplish.	
UNIT GOALS <ul style="list-style-type: none"> • Read selections that explore how imagination enriches our lives and develop my own perspectives. • Understand and use academic vocabulary words related to fiction. • Recognize elements of different genres, especially drama, science fiction, and poetry. • Read a selection of my choice independently and make meaningful connections to other texts. • Write an imaginative and creative short story. • Prepare and deliver a short story. 	PERFORMANCE TASKS Mid-Unit Performance Tasks <ul style="list-style-type: none"> • Write a short story that centers on one or more characters from A Wrinkle in Time. If you wish, use this story starter to begin: One day, months after her return from Camazotz, Meg... • With your group, write and present a short story in which a character uses their imagination to solve a problem, to help others, or to make the world a better place. End-of-Unit Performance-Based Assessments <ul style="list-style-type: none"> • Imagine that one of the characters from this unit has found their way into the real world. What might happen? Reflect on the essential question, and then write a short story in which you explore how this character’s imagination helps

	<p>them in the real world and what other characters might learn about the benefits of imagination.</p> <p>Develop Your Perspective: Unit Projects</p> <p>Students choose how to demonstrate their learning through:</p> <ul style="list-style-type: none"> • Write a movie pitch, explaining to a film producer why one of the selections from this unit should be made into a movie. • Write a diary entry from the perspective of one of the characters in the unit. • Create an illustration depicting a favorite moment from one of the selections in the unit.
<p>UNIT STANDARDS</p> <p>READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.7; RL.9; RL.10</p> <p>READING INFORMATIONAL TEXT n/a</p> <p>WRITING W.1; W.1.a; W.1.b; W.1.c; W.2.d; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4 ; W.5; W.6; W.8; W.10</p> <p>SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d</p> <p>LANGUAGE L.1; L.1.a; L.1.e; L.2; L.2.b; L.2.d; L.3; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.b; L.6</p>	

UNIT 5 OVERVIEW

<p>THEME</p> <p>Extraordinary People</p>	<p>ESSENTIAL QUESTION</p> <p><i>What makes people extraordinary?</i></p>
<p>RELEVANCE AND AGENCY</p> <p>Throughout this unit, students develop their perspective about what makes someone extraordinary. Across the unit, students read texts and watch videos that feature diverse people who exemplify remarkable characteristics and therefore help students expand their definition of what it means to be extraordinary and celebrated for diversity. With each text selection, students are invited to reflect on themselves and individuals in their community, recognizing the extraordinariness of all. The unit culminates with a research paper that students compose about a person of their choosing who is extraordinary.</p>	
<p>UNIT GOALS</p> <ul style="list-style-type: none"> • Read and watch selections that express different points of view about what makes a person extraordinary, and I can then develop my own point of view. • Understand and use academic vocabulary words related to research. • Recognize elements of different genres, especially informational texts, short stories, and historical fiction. • Read a selection of my choice independently and make connections to other texts. 	<p>PERFORMANCE TASKS</p> <p>Mid-Unit Performance Tasks</p> <ul style="list-style-type: none"> • Write a research paper in which you answer a focused research question about one of the following broad topics: an extraordinary person who is famous; an extraordinary person who is not well known.

<ul style="list-style-type: none"> • Write a focused, well- organized research paper. • Prepare and deliver a research presentation. 	<ul style="list-style-type: none"> • With your group, conduct research to learn more about the people, places, and objects discussed in the texts in this section of the unit. Then, write and present an infomercial. <p>End-of-Unit Performance-Based Assessments</p> <ul style="list-style-type: none"> • Write a research-based essay in which you bring together researched information and your own ideas to answer the Essential Question: What makes people extraordinary? <p>Develop Your Perspective: Unit Projects</p> <p>Students choose how to demonstrate their learning through:</p> <ul style="list-style-type: none"> • Create a poster that centers around a quotation from one of the unit texts. • Consider the selections in this unit, and then write a postcard to the person or character from the unit that you find most extraordinary. • With a small group, hold a discussion in which each person shares the person or character from the unit that they believe is the most extraordinary.
<p>UNIT STANDARDS</p> <p>READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.9; RL.10</p> <p>READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.7; RI.9; RI.10</p> <p>WRITING W.1; W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.2.f; W.3; W.3.c; W.4; W.5; W.6; W.7; W.8; W.9; W.9.a; W.9.b; W.10</p> <p>SPEAKING & LISTENING SL.1; SL.1.c; SL.1.d; SL.2; SL.4; SL.5; SL.6</p> <p>LANGUAGE L.1; L.1.e; L.3; L.4; L.4.a; L.4.b; L.4.c; L.5; L.5.a; L.5.b; L.6</p>	

UNIT-BY-UNIT LESSON DETAIL

Grade 6, Unit 1: Growing Up ESSENTIAL QUESTION: What are some of the challenges and triumphs of growing up?					
	UNIT INTRODUCTION MENTOR TEXT: The Competition Personal Narrative 680L	My Achilles' Meal by Firoozeh Dumas Memoir 850L	from Bad Boy by Walter Dean Meyers Memoir 1000L	I Was a Skinny Tomboy Kid by Alma Luz Villanueva Poetry NP	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	5 days	3 days	4 days	2 days
Lesson Objectives	-Summary -IceBreaker -QuickWrite	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> •Support inferences with text evidence. •Determine an author's point of view and voice. •Read and comprehend literary nonfiction. •Acquire and use academic and domain specific vocabulary. •Support inferences with text evidence. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Write a summary. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> •Demonstrate command of capitalization. • Use knowledge of language and its conventions when writing. • Use Greek or Latin suffixes and affixes to determine meaning. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> •Use effective narrative techniques. • Organize an event sequence that unfolds logically. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Determine the central idea of a literary text. • Determine the central idea of an informational text. • Read and comprehend literary nonfiction. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis. • Determine the central idea of a text. • Conduct short research projects. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case. • Use Greek or Latin suffixes and affixes to determine the meaning of words. • Consult reference materials to clarify words. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Read and comprehend poetry. • Acquire and accurately use academic and domain-specific words. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Determine the theme of a text. • Analyze how a part of text contributes to the development of the theme. • Acquire and accurately use academic and domain-specific words. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Determine the meaning of figurative language. <p>TEST PRACTICE</p> <ul style="list-style-type: none"> • Compare and contrast texts in different genres. • Write informative/explanatory texts. 	-Write a Personal Narrative

		<ul style="list-style-type: none"> • Use narrative techniques to develop events. • Prepare for and participate in a discussion. 		<ul style="list-style-type: none"> • Draw evidence from texts to support analysis. • Apply reading standards to literature. • Apply reading standards to literary nonfiction. 	
Skills and Standards	RI.2; SL.1; L.4.b; L.6	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Memoir RI.6, RI.10 -Concept Vocabulary L.6 -Reading Strategy: Make Inferences RI.1 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: Research and Extend W.7, W.8 -First-Person Point of View and Voice RI.6; RI.4 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Latin Prefix: con- L.4.b -Common, Proper, and Possessive Nouns L.1; L.2; L.3 <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Personal Narrative W.3; W.3.a; W.3.b -Speaking and Listening: Partner Discussion SL.1.a, RL.4 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Memoir and Poetry RL.2; RI.2; RI.10 -Concept Vocabulary -Reading Strategy: Make Inferences: RI.1 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Analysis RI.1 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: -Research and Extend W.7, W.8 -Central Idea RI.1; RI.2; RL.2, W.9 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Latin Root: -spec- L.4.b; L.4.c, L.6 -Pronoun Case L.1; L.1.a 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Reading Strategy: Generate Questions RL.10 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary -Analysis RL.1, RL.2 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Theme RL.1; RL.2; RL.5 -Concept Vocabulary L.6 -Figurative Language RL.4; L.5; L.5.a <p>TEST PRACTICE</p> <ul style="list-style-type: none"> -Comparing Nonfiction and Poetry RL.2; RL.9; W.2; W.2.a; W.2.b; W.2.e; W.2.f; W.9; W.9.a; W.9.b; W.10; L.3.B <p>ADDITIONAL CITATION: PAGE 44 LANGUAGE</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context 	W.3; W.3.a; W.4; W.3.b; W.3.d; W.10
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	n/a

		EXIT TICKETS -Exit Ticket: First-Person Point of View and Voice RI.6 -Exit Ticket: Latin Prefix: con-L.4.b -Exit Ticket: Common, Proper, and Possessive Nouns L.2; L.3	EXIT TICKETS -Exit Ticket: Central Idea RI.1; RI.2; RI.3; RI.5 -Exit Ticket: Latin Root: -spec-L.4.b; L.4.c -Exit Ticket: Pronoun Case L.1.a COMPARISON CONTRAST ESSAY -Timed Writing: RI.9; W.2, W.2.a; W.2.b, W.2.c; W.2.e; W.2.f; W.9.a; W.9.b; W.10; L.3.b	EXIT TICKETS -Exit Ticket: Theme RL.2; RL.5 -Exit Ticket: Figurative Language RL.4	
Unit 1 Continued	WRITER'S HANDBOOK: Personal Narrative	The Moth Presents: Aleeza by Kazmi Oral Storytelling: Media	Prince Francis by Roddy Doyle Realistic Short Story 510L	Eleven by Sandra Cisneros Short Story 980L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	2 days	4 days	4 days	4 days	2 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO VIEW/VIEW • Verify the preliminary meaning of a word or phrase. • Use grade-appropriate words and phrases accurately. • Interpret information presented in diverse media and format. BUILD INSIGHT/MEDIA VOCABULARY/CLOSE REVIEW • Use English conventions in writing, speaking, reading, and listening. • Interpret information presented in diverse media and format SHARE IDEAS • Pose and respond to questions. • Review key ideas through paraphrasing.	PREPARE TO READ/READ • Cite textual evidence to support inferences. • Explain how an author develops point of view. • Read and comprehend literature. • Consult reference materials to clarify words. BUILD INSIGHT • Describe how characters respond or change. • Analyze the impact of word choice on tone. • Review key ideas. ANALYZE AND INTERPRET • Cite textual evidence to support analysis.	PREPARE TO READ/READ • Describe how a story's plot unfolds. • Analyze how parts of a story contribute to the plot. • Read and comprehend literature. • Determine the meaning of unknown words. • Use context as a clue to word meaning. BUILD INSIGHT • Write a summary of a text. ANALYZE AND INTERPRET • Describe how a story's plot unfolds. STUDY LANGUAGE AND CRAFT	-Present a Narrative: Retelling

			<ul style="list-style-type: none"> • Explain how the author develops point of view. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Use Greek and Latin roots and affixes to determine the meaning of words. • Consult reference materials to determine meaning. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Engage the reader by establishing context. • Strengthen writing with guidance. 	<ul style="list-style-type: none"> • Recognize and correct vague pronouns. • Use Greek and Latin roots and affixes to determine the meaning of words. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Use precise words and phrases. • Provide a conclusion to a narrative. • Write routinely for a variety of purposes. • Vary sentence patterns. 	
Skills and Standards	W.3.a-e; W.4; W.6; W.10; L.1; L.2; L.2.b; SL.5	<p>PREPARE TO VIEW/VIEW</p> <ul style="list-style-type: none"> -Media Vocabulary L.4.d; L.6 -Listening Strategy: Listen Actively SL.2, L.4.d <p>BUILD INSIGHT/MEDIA VOCABULARY/CLOSE REVIEW</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension, Analysis, and Discussion SL.2 -Exploring the Essential Question -Media Vocabulary L.3 -Close Review <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Speaking and Listening: Group Discussion SL.1.a; SL.1.c; SL.1.d; SL.2; L.3 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Realistic Short Story RL.6; RL.10 -Concept Vocabulary L.4.c -Reading Strategy: Make Inferences RL.1 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary -Analysis and Discussion RL.3, RL.4, SL.1.d -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Narrative Point of View RL.1; RL.6 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Latin Prefix: mal- L.4.b; L.4.c <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Scene with Dialogue W.3.a; W.3.b; W.3.d; W.5 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Short Story RL.3; RL.5; RL.10 -Concept Vocabulary -Reading Strategy: Make Connections <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RL.1; RL.2 -Analysis and Discussion SL.1.c -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Plot, Conflict, and Resolution RL.3; RL.5; <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.4; L.4.a -Word Study Latin Root: -vis- L.4.b -Pronoun-Antecedent Agreement L.1.d <p>SHARE IDEAS</p>	SL.1.a; SL.1.c; SL.4; L.1; L.1.e; L.3

				-Writing: Short Story W.3; W.3.d, W.3.e, W.10, L.3.a; W.5	
Assessments	n/a	n/a for Media	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Narrative Point of View RL.1; RL.6 -Exit Ticket: Latin Prefix: mal- L.4.b; L.4.c	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Plot, Conflict, and Resolution RL.3 -Exit Ticket: Latin Root: -vis- L.4.b -Exit Ticket: Pronoun-Antecedent Agreement L.1.d	n/a
Unit 1 Independent Learning Texts					
Unit 1 Continued	Oranges by Gary Soto Poetry NP	The Boy Nobody Knew by Faith Ringgold Personal Essay 820L	The Horned Toad by Gerald Haslam Short Story 980L	Raymond's Run by Toni Cade Bambara Realistic Fiction 1280L	
Recommended Pacing	2 days				
Skills and Standards	RL.10; RI.10; SL.1				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 1 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	In this unit, students encountered many different perspectives on growing up. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about the challenges and triumphs of growing up from different perspectives. They also practiced writing a personal narrative. Now, they will write a personal narrative that reflects their new understanding of the Essential Question. -Write a Personal Narrative			

Skills and Standards	RL.10, RI.10, W.4, SL.1	W.3, W.3a, W.3.b; W.3.c; W.3.e; W.10; L.1; L.1.a; L.1.d			
Grade 6, Unit 2: Natural Allies ESSENTIAL QUESTION: How do animals and people interact?					
	UNIT INTRODUCTION MENTOR TEXT: Reading Buddies Informational Essay 890L	from My Life With the Chimpanzees by Jane Goodall Autobiography 860L	Horses as Healers Around the World by Carolyn Cory Scopettone Informational Article 1070L	PERFORMANCE TASK	WRITER'S HANDBOOK
Recommended Pacing	2 days	5 days	4 days	2 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Determine the central idea of a text. Determine an author's purpose. Read and comprehend literary nonfiction. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Determine the central idea of a text. Determine an author's purpose. Conduct short research projects. Gather information from multiple sources. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Demonstrate command of English conventions. Use intensive pronouns. Use Latin affixes to determine word meaning. Demonstrate understanding of word relationships. <p>SHARE IDEAS</p>	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Determine the central idea of a text. Read and comprehend literary nonfiction. Use academic and domain-specific words accurately. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Determine the central idea of a text. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Determine the central idea of a text. Analyze how part of a text contributes to its structure. Gather information from multiple sources. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Determine an author's purpose. Use Latin roots to determine word meaning. 	-Write an Informational Essay	-Planning and Prewriting -Drafting -Revising -Editing

		<ul style="list-style-type: none"> • Write explanatory texts. • Use precise language and domain-specific vocabulary to inform about a topic. • Prepare for discussions. 	<ul style="list-style-type: none"> • Use academic and domain-specific words accurately. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write informative texts. • Gather information from multiple sources. • Interpret information presented in diverse formats. 		
Skills and Standards	RL.1; RI.2; W.10; SL.1; L.4.b; L.6	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Autobiography RI.2; RI.6 -Concept Vocabulary -Reading Strategy: Establish a Purpose for Reading <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: -Research and Extend W.7; W.8 -Author's Purpose and Central Idea RI.2; RI.6 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.5 -Word Study: Latin Suffix: -able L.4.b -Reflexive and Intensive Pronouns L.1; L.1.b <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: How-To Essay W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.10 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Informational Article RI.2; RI.10 -Concept Vocabulary L.6 -Reading Strategy: Generate Questions <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary -Analysis RI.2; RI.1 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Central Idea and Organizational Patterns RI.2; RI.6; RI.5 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Word Study: Latin Root: -bene- L.4.b -Author's Purpose RI.6; RI.2; RI.3 <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Research-Based Essay W.2; W.8; W.10; L.1.d -Speaking and Listening: Poster Presentation RI.7; W.9; SL.2; SL.4; SL.5; SL.6 	W.2; W.2.a; W.2.b; W.2.f; W.4; W.10	<p>W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.2.f; W.4; W.5; W.6; W.10; SL.5; L.1; L.2; L.2.b; L.1.c; L.1.d</p> <p>ADDITIONAL CITATION: PAGE 157</p> <p>WRITING</p> <ul style="list-style-type: none"> • <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> • <i>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> • <i>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</i> <p>LANGUAGE</p> <p>Spell correctly.</p>

		-Speaking and Listening: Class Discussion SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d;	<p>ADDITIONAL CITATION: PAGE 146</p> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		
Assessments	Language Checkpoint	<p>SELECTION TEST</p> <p>-Comprehension and Vocabulary</p> <p>EXIT TICKETS</p> <p>-Exit Ticket: Author's Purpose and Central Idea RI.2; RI.6</p> <p>-Exit Ticket: Latin Suffix: -able L.4.b</p> <p>-Exit Ticket: Reflexive and Intensive Pronouns L.1; L.1.b</p>	<p>SELECTION TEST</p> <p>-Comprehension and Vocabulary</p> <p>EXIT TICKETS</p> <p>-Exit Ticket: Central Idea and Organizational Patterns RI.2; RI.5</p> <p>-Exit Ticket: Latin Root: -bene-L.4.b</p> <p>-Exit Ticket: Author's Purpose RI.6</p>		
Unit 2 continued	<p>Sonnet by Margaret E. Bruner</p> <p>Nikita by Alberto Ríos</p> <p>The Visitor by Ada Limón</p> <p>Poetry</p> <p>NP</p>	<p>The Tale of the Hummingbird by Pura Belpré</p> <p>Myth</p> <p>740L</p>	<p>Black Cowboy, Wild Horses by Julius Lester</p> <p>Biography</p> <p>710L</p>	PERFORMANCE TASK: Speaking and Listening	
Recommended Pacing	4 days	4 days	4 days	2 days	
Lesson Objectives	PREPARE TO READ/READ	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Determine the central idea of a text. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis. 	-Give and Follow Instructions	

	<ul style="list-style-type: none"> Analyze how a stanza contributes to a poem's structure. Clarify the meaning of unknown words. Use context clues to determine word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Pose and respond to questions. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Analyze how a stanza contributes to a poem's structure. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Analyze the impact of word choice on tone. Understand nuances in word meaning. Interpret figures of speech. Use academic and domain-specific words accurately. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> Write for a specific purpose. 	<ul style="list-style-type: none"> Analyze how parts of a text contribute to the theme. Consult reference materials to clarify word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Cite textual evidence to support analysis. Demonstrate understanding of multiple perspectives. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Determine the theme of a text. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Demonstrate command of standard conventions. Distinguish among connotations of words with similar denotations. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> Use knowledge of language when writing. 	<ul style="list-style-type: none"> Determine the central idea of a text. Determine the author's purpose. Read and comprehend literary nonfiction. Use context to determine word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Pose and respond to questions. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Determine the central idea of a text. Determine an author's purpose. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Analyze the impact of word choice on tone. Verify the preliminary determination of a word's meaning. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> Integrate information presented in different formats. Compare and contrast two presentations of events. 		
Skills and Standards	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Poetry RL.5; RL.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Adjust Fluency <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts RL.1 -Comprehension -Analysis and Discussion SL.1.c; SL.1.d -Exploring the Essential Question 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Myth RL.2; RL.5 -Concept Vocabulary L.4.c -Reading Strategy: Determine Central Idea RL.2 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension -Analysis and Discussion RL.1; SL.1.a; SL.1.d -Exploring the Essential Question 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Biography RI.1; RI.2; RI.6; RI.10 -Concept Vocabulary L.4.a <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Analysis and Discussion SL.1.c; SL.1.d -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p>	W.2.b; W.2.d; SL.4; SL.6; L.3.a	

	<p>ANALYZE AND INTERPRET -Close Read -Structural Elements of Poetry RL.5</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.6 -Word Study: Latin Prefix: dis-L.4.b -Word Choice and Tone RL.4; RL.6; L.5; L.5.a; L.5.c</p> <p>SHARE IDEAS -Writing: Friendly Letter W.5; W.10</p> <p>ADDITIONAL CITATION: PAGE 162c (Build Insight) AND PAGE 169</p> <p>SPEAKING Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>ADDITIONAL CITATION: PAGE 170</p> <p>LANGUAGE Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p>	<p>ANALYZE AND INTERPRET -Close Read -Multiple Themes RL.2; RL.3; RL.5; RI.5</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Synonyms and Connotations L.5.b; L.5.c -Sentence Structures L.1; L.3</p> <p>SHARE IDEAS -Research: Research Report W.7; W.8; W.9; SL.5; L.1; L.3</p>	<p>-Close Read RI.1 -Author's Purpose and Central Ideas RL.1; RI.1; RI.2; RI.6</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4; L.4.c; L.4.d -Figurative Language RL.4; RI.4; L.5; L.5.a</p> <p>SHARE IDEAS -Research: Informational Report RI.7; RI.9; W.7; W.8; W.9; W.9.b; SL.5</p> <p>ADDITIONAL CITATION: PAGE 192</p> <p>LANGUAGE Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>ADDITIONAL CITATION: PAGE 194</p> <p>LANGUAGE Interpret figures of speech (e.g., personification) in context.</p>		
Assessments	<p>SELECTION TEST -Comprehension and Vocabulary</p> <p>EXIT TICKETS -Exit Ticket: Structural Elements of Poetry RL.5 -Exit Ticket: Latin Prefix: dis- -Exit Ticket: Word Choice and Tone RL.4; L.5; L.5.a</p>	<p>SELECTION TEST -Comprehension and Vocabulary</p> <p>EXIT TICKETS -Exit Ticket: Multiple Themes RL.2 -Exit Ticket: Synonyms and Connotations L.5.c -Exit Ticket: Sentence Structures L.1</p>	<p>SELECTION TEST -Comprehension and Vocabulary</p> <p>EXIT TICKETS -Exit Ticket: Author's Purpose and Central Ideas RI.2; RI.6 -Exit Ticket: Multiple-Meaning Words L.4.d -Exit Ticket: Figurative Language RI.4</p>	n/a	

Unit 2 Independent Learning Texts					
Unit 2 continued	Predators by Linda Hogan Poetry NP	The Girl Who Gets Gifts From Birds by Katy Sewall News Article 830L	Speak, Fido! by the Georgia Institute for Technology Informational Text 910L	All the Pretty Ponies by Oscar Cásares Reflective Essay 1220L	
Recommended Pacing	2 days				
Skills and Standards	RL.10; RI.10; SL.1; SL.1.d				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 2 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	In this unit, students encountered many different perspectives on how animals and people interact. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about the different ways that animals and people interact. They also practiced writing an informational essay. Now, they will write an informational essay that reflects their new understanding of the Essential Question.			
Skills and Standards	RL.10, RI.10, W.4	W.2.a; W.2.b, W.2.c, W.2.d, W.2.f; W.10			
Grade 6, Unit 3: Living With Technology					
ESSENTIAL QUESTION: Is technology helpful or harmful in our lives?					
	UNIT INTRODUCTION	from Cinder by Marissa Meyer	The Biometric Body by Kathiann M. Kowalski	Biometrics Are Not Better by Reuben Lorre	PERFORMANCE TASK: Writing

	MENTOR TEXT: That's Not Progress! Argumentative Essay 990L	Science Fiction 880L	Informational Article 970L	Argument 960L	
Recommended Pacing	2 days	6 days	4 days	3 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis. • Analyze how the structure of a text fits together. • Read and comprehend literature. • Acquire and use general academic and domain-specific vocabulary. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Provide a summary of the text. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Describe how a story's plot unfolds. • Analyze how the structure of a text fits together. • Compare and contrast texts in different forms. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Determine the connotative meanings of words. • Recognize inappropriate shifts in pronoun number and person. • Use knowledge of language and its conventions. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Compare and contrast written texts with audiovisual media. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Determine the central idea of a text. • Analyze how the structure of a text fits together. • Read and comprehend literary nonfiction. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Support analysis of a text with evidence. • Provide a summary of the text. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Determine the central idea of a text. • Analyze how a key idea is presented in a text. • Analyze how the structure of a text fits together. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Determine the connotative meaning of words. • Demonstrate understanding of word relationships. • Distinguish among the connotations of words with similar denotations. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Read and comprehend literary nonfiction. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Support analysis of a text with evidence. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Analyze how the structure of a text fits together. • Trace and evaluate a text's argument and claims. • Conduct short research projects. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Demonstrate command of standard English grammar and usage. • Use knowledge of language and its conventions. • Use word relationships to better understand words. <p>TEST PRACTICE</p> <ul style="list-style-type: none"> • Produce clear and coherent writing. • Draw evidence to support analysis. • Apply reading standards to literary nonfiction. • Write for specific tasks and purposes. 	-Write an Argumentative Essay

		<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events. • Adapt speech to a variety of contexts and tasks. 			
Skills and Standards	RL.2, W.1, SL.1	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Science Fiction RL.5; RL.10 -Concept Vocabulary L.6 -Reading Strategy: Make Inferences RL.1 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RL.1; RL.2 -Analysis -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: Research and Extend RL.9; RL.10; W.7 -Setting and Plot RL.3; RL.5 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Denotation and Connotation RL.4; L.5 -Pronoun Number and Person L.1.c; L.3 <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Narrative Retelling RL.7; W.3; W.3.a; W.3.b; W.3.d; W.3.e; W.10; L.1.c; L.3 -Speaking and Listening: Dramatic Reading RL.7; SL.1; SL.1.a SL.6; L.1 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Compare Within Genre: Informational Article and Argument RI.2; RI.5; RI.10 -Concept Vocabulary -Reading Strategy: Determine a Central Idea RI.2; RI.5; RI.8 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Analysis RI.1; L.4.a -Exploring the Essential Question RI.9 <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: Research and Extend W.7 -Central Idea and Structural Patterns RI.1; RI.2; RI.3; RI.5; RI.7; RI.8; RI.9 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Synonyms and Connotation RI.4; L.4.c; L.5; L.5.b; L.5.c -References in Informational Writing: RI.1 <p>ADDITIONAL CITATION: PAGE 242</p> <p>WRITING</p> <p>Conduct short research projects to answer a question, drawing on</p>	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Concept Vocabulary -Reading Strategy: Ask Questions RI.10 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension -Analysis RI.1 -Exploring the Essential Question RI.9 <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Inquiry and Research: -Research and Extend W.7 -Claim and Structural Patterns RI.1; RI.5; RI.8 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Word Study: Analogies L.5.b -Prepositions and Prepositional Phrases L.1; L.2; L.3 <p>TEST PRACTICE</p> <ul style="list-style-type: none"> -Compare: Informational Article and Argument RI.10; W.1; W.2.c; W.4; W.9; W.9a; W.9.b; W.10 	W.1; W.1.a; W.1.b; W.1.e; W.4; W.8; W.9

			several sources and refocusing the inquiry when appropriate. W.1; W.2.c; W.4; W.9; W.9.b; W.10		
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Setting and Plot RL.3; RL.5 -Exit Ticket: Denotation and Connotation RL.4 -Exit Ticket: Pronoun Number and Person L.1.c; L.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Central Idea and Structural Patterns RI.2; RI.3; RI.5 -Exit Ticket: Synonyms and Connotation RI.4; L.5; L.5.c -Exit Ticket: References in Informational Writing	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Claim and Structural Patterns RI.5; RI.8 -Exit Ticket: Analogies L.5.b -Exit Ticket: Prepositions and Prepositional Phrases L.1; L.3	n/a
Unit 3 continued	WRITER'S HANDBOOK: Argument	Feathered Friend by Arthur C. Clarke Science Fiction 1100L	The Microchip Implants That Let You Pay With Your Hand by Katherine Latham Feature Article 1140L	Social Media Influencers Impact Teens by Andrea Li Argument 1280L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	2 days	4 days	4 days	3 days	2 days
Lesson Objectives	-Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Cite textual evidence to support inferences. • Determine the theme of a text. • Determine the meaning of unknown words. • Use context clues to determine word meaning. BUILD INSIGHT • Pose and respond to questions. ANALYZE AND INTERPRET • Cite textual evidence to support inferences. • Determine a theme of a text. STUDY LANGUAGE AND CRAFT • Cite textual evidence to support inferences.	PREPARE TO READ/READ • Determine the central idea of a text and analyze the details. • Analyze how an idea is introduced in a text. • Determine the technical meaning of words. • Consult reference materials to clarify word meaning. • Verify the preliminary definition of words. BUILD INSIGHT • Cite textual evidence to support analysis. • Provide an objective summary of the text. ANALYZE AND INTERPRET	PREPARE TO READ/READ • Evaluate the argument and claims in a text. • Use context as a clue to word meaning. BUILD INSIGHT • Assess the argument and specific claims in a text. ANALYZE AND INTERPRET • Evaluate the argument and claims in a text. STUDY LANGUAGE AND CRAFT • Determine the connotative meaning of words. • Use knowledge of language conventions.	-Conduct a Debate

		<ul style="list-style-type: none"> • Analyze how the structure of a text fits together. • Demonstrate understanding of word relationships. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write arguments to support claims. • Introduce claims and organize reasons and evidence clearly. • Clarify the relationships among claims and reasons. • Establish and maintain a formal style. • Provide a concluding statement. 	<ul style="list-style-type: none"> • Determine a central idea of a text and analyze the details. • Analyze how an idea is introduced in a text. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements. • Use Greek affixes to determine word meaning. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write informative texts to examine a topic. • Introduce a topic, organize ideas, and include formatting. • Use precise language and domain-specific vocabulary to inform. 	<ul style="list-style-type: none"> • Distinguish among the connotations of words with similar denotations. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Delineate a speaker's argument and specific claims. • Present claims and findings using descriptions, facts, and details. 	
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Skills and Standards	RI.8; W.1.a; W.1.b; W.1.c; W.1.d; W.1.e; W.5; W.6; SL.5; L.1; L.2; L.2.a; L.3; L.3.a; L.3.b	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Science Fiction RL.1; RL.2 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Generate Questions <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts RL.1; RL.2; RL.6 -Summary -Analysis and Discussion SL.1.a; SL.1.c; SL.1.d -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read RL.1 -Multiple Themes RL.1; RL.2 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.4; L.4.a; L.6 -Word Study: Synonyms L.4.c; L.5; L.5.b; L.6 -Setting and Plot RL.1; RL.5 <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Argumentative Essay RI.8; W.1; W.1.a; W.1.b; W.1.c; W.1.e; W.5; W.6; W.9; W.10; L.1; L.3; L.3.b; 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Feature Article RI.2; RI.3 -Concept Vocabulary RI.4, L.4.c; L.4.d -Reading Strategy: Paraphrase <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Analysis and Discussion RI.1; SL.1.a -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Analyze Details RI.2; RI.3; RI.6 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Word Study: Greek Prefix: micro- L.4.b; L.6 -Word Study: Commas L.1; L.2; L.2.a; L.3 <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Writing: Informational Report RI.7; W.2; W.2.a; W.2.b; W.2.d; W.4; W.6; W.8; W.10; L.1; L.2; L.2.a; L.2.b 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Argument RI.8 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Ask Questions <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension RI.1 -Analysis and Discussion RI.8 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Claims and Supporting Evidence RI.8 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary RI.4; L.6 -Word Study: Denotation and Connotation RI.4; L.5.c -Word Study: Conjunctions L.1; L.3; L.4.c <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Speaking and Listening: Argument RI.7; SL.3; SL.4; SL.6; L.1; L.1.e; L.3 	<p>SL.1; SL.1.a; SL.1.b; SL.3; SL.4; SL.6; L.3</p> <p>ADDITIONAL CITATION: PAGE 304</p> <p>SPEAKING AND LISTENING</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>
Assessments	n/a	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Multiple Themes RL.1; RL.2 -Exit Ticket: Synonyms L.5 -Exit Ticket: Setting and Plot RL.1; RL.5 	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Analyze Details RI.2; RI.3 -Exit Ticket: Greek Prefix: micro- L.4.b -Exit Ticket: Commas L.2.a 	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Analyze Details RI.2; RI.3 -Exit Ticket: Greek Prefix: micro- L.4.b -Exit Ticket: Commas L.2.a 	n/a
Unit 3 Independent Learning Texts					

Unit 3 continued	7-Year-Old Girl Gets New Hand From 3-D Printer John Rogers News Article 860L	High-Tech Backpacks Open World of Whales to Deaf Student Associated Press News Article 1260L	The Railway Train by Emily Dickenson The Engine by Ella Wheeler Cox Poetry NP	The Internet of Things IBM Social Media Media: Video	
Recommended Pacing	2 days				
Skills and Standards	RL.10; RI.10; SL.1				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary		
Unit 3 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students have read multiple texts from different perspectives about living with technology. Now, they will take some time to reflect on their own perspectives related to the Essential Question. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about whether technology is helpful or harmful in our lives. They also practiced writing an argumentative essay. Now, they will write an argumentative essay that reflects their new understanding of the Essential Question.			
Skills and Standards	RL.10, RI.10, W.4, SL.1, SL.5	W.1, W.1a; W.1.b; W.1.c; W.1.d; W.1.e; L.2; L.2.b; L.3.a; L.3.b			
Grade 6, Unit 4: Imagined Worlds					
ESSENTIAL QUESTION: How does imagination enrich our lives?					
	UNIT INTRODUCTION MENTOR TEXT: The New Planet Fiction	A Wrinkle in Time, Part 1 by John Glore	A Wrinkle in Time, Part 2 by John Glore	PERFORMANCE TASK: Write a Short Story	WRITER'S HANDBOOK: Short Story

	750L	based on the book by Madeleine L'Engle Drama NP	based on the book by Madeleine L'Engle Drama NP		
Recommended Pacing	2 days	7 days	7 days	2 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Describe the plot and characters of a story or drama. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot. Acquire and use general academic and domain-specific vocabulary. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Determine a theme of a text and relate it to specific details. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Analyze how the structure of a text fits together. Conduct short research projects, drawing on several sources. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases. Acquire and use general academic and domain-specific vocabulary. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Acquire and use general academic and domain-specific vocabulary. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Describe how the characters respond or change as the plot moves toward a resolution. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Analyze how the structure of a text fits contributes to the development of the theme, setting, or plot. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Determine a theme or central idea of a text and how it is conveyed through particular details. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <p>SHARE IDEAS</p>	-Write a Short Story	-Drafting -Revising -Editing -Publishing and Presenting

			<ul style="list-style-type: none"> • Compare and contrast written texts with audiovisual media. • Write arguments to support claims with clear reasons and relevant evidence. • Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 		
Skills and Standards	RL.2; W.10; SL.1; L.4.b; L.6	<p>PREPARE TO READ/READ -Learn About Genre: Drama RL.3; RL.5 -Concept Vocabulary L.6 -Reading Strategy: Ask Questions</p> <p>BUILD INSIGHT -First Thoughts RL.1 -Summary RL.2 -Analysis -Exploring the Essential Question</p> <p>ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; -Dramatic Structures RL.3; RL.5</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.5; L.5.b -Word Study: Compound Words RI.1; L.2; L.3; L.4; L.5; L.5.b; L.6 -Sentence Functions L.1; L.2; L.3</p>	<p>PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Paraphrase</p> <p>BUILD INSIGHT -First Thoughts RL.2 -Summary -Analysis RL.3 -Exploring the Essential Question</p> <p>ANALYZE AND INTERPRET -Close Read RL.5 -Inquiry and Research: -Research and Extend W.7; W.8 -Dramatic Structures: Stage Directions RL.5</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.4; L.6 -Word Study: Multiple-Meaning Words L.4; L.4.c -Multiple Themes RL.2; RL.1</p> <p>SHARE IDEAS -Speaking and Listening: Dramatic Reading SL.1; SL.1.a; -Writing: Comparison-and-Contrast Essay RL.7; RI.8; W.1; W.1.a; W.1.b; W.1.e; W.2; W.2.a; W.2.b; W.2.f; W.10</p>	W.3; W.10	<p>W.3, W.3.a; W.3.b; W.3.c; W.3.d; W.4; W.6; SL.5; L.1, L.2; L.2.b; L.3; L.3.a</p> <p>ADDITIONAL CITATION: PAGE 405</p> <p>WRITING</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. • Spell Correctly

Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dramatic Structures RL.3; RL.5 -Exit Ticket: Compound Words L.2; L.3; L.5; L.5.b -Exit Ticket: Sentence Functions L.2; L.3	SELECTION TESTS -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dramatic Structures: Stage Directions RL.5 -Exit Ticket: Multiple-Meaning Words L.4; L.4.c -Exit Ticket: Multiple Themes RL.2		
Unit 4 continued	The Tanuki-Kettle by Eugie Foster Folk Tale 750L	Jabberwocky from Through the Looking-Glass by Lewis Carroll Narrative Poem NP	The Mock Turtle’s Song from Alice’s Adventures in Wonderland by Lewis Carroll Song NP	The Sand Castle by Alma Luz Villanueva Science Fiction 740L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	3 days	4 days		4 days	2 days
Lesson Objectives	PREPARE TO READ/READ • Determine a theme of a text and relate it to specific details. • Describe the plot and characters of a story. • Use context as a clue to the meaning of a word or phrase. BUILD INSIGHT • Analyze a text using evidence and inferences. ANALYZE AND INTERPRET • Determine a theme of a text. • Describe the plot and characters of a story. STUDY LANGUAGE AND CRAFT • Determine the connotative meaning of words.	PREPARE TO READ/READ • Analyze the impact of a specific word choice on meaning and tone. • Consult reference materials to determine word meaning. BUILD INSIGHT • Come to discussions prepared. • Review key ideas and demonstrate understanding. ANALYZE AND INTERPRET • Analyze the impact of a specific word choice on meaning and tone. STUDY LANGUAGE AND CRAFT • Adjust nonstandard English usage. • Use the relationship between words to better understand each word. TEST PRACTICE • Determine a theme of a text. • Compare and contrast texts in different forms or genres.		PREPARE TO READ/READ • Describe how the story's plot unfolds. • Read and comprehend on-level fiction, drama, and poetry. • Use context as a clue to the meaning of a word or phrase BUILD INSIGHT • Write an objective summary of a text. ANALYZE AND INTERPRET • Describe how a story’s plot unfolds. STUDY LANGUAGE AND CRAFT • Demonstrate command of standard English grammar and usage. • Use knowledge of language and its conventions when reading.	-Present a Short Story

	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar. • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use knowledge of language and its conventions. • Demonstrate understanding of nuances in word meanings. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write narratives to develop experiences. • Engage readers with characters and events. • Develop and strengthen writing. 		<ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes as clues to the meaning of a word. • Verify the preliminary determination of the meaning of a word or phrase <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events. • Engage readers by establishing a context, using a narrator and characters; and organize events logically. • Provide a conclusion. 	
Skills and Standards	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Folk Tale RL.2; RL.2; RL.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Ask Questions <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RL.2; -Analysis and Discussion RL.1; SL.1.c; -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read RL.4; -Conflict and Theme RL.2; RL.3; RL.5; <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary RL.4; L.6 -Word Study: Connotation L.5; L.5.c; RL.4 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Compare Within Genre: Narrative Poem • Song RL.4 -Concept Vocabulary L.4.c -Reading Strategy: Adjust Fluency -Media Connection: RL.7; SL.2 <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension -Analysis and Discussion RL.1; RL.4; SL.1; SL.1.a; SL.1.d -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read SL.1; SL.1.a -Structures in Poetry: Meter RL.4 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.5.b; L.6 -Word Study: Word Origins L.1.e -Invented Language L.1.e; RL.4; L.5.b <p>TEST PRACTICE</p>	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Science Fiction RL.3, RL.10 -Concept Vocabulary L.4.a; L.6 -Reading Strategy: Make Predictions <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts RL.1 -Summary RL.2 -Analysis and Discussion SL.1; -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Plot and Flashback RL.3 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Word Study: Prefix: un- RL.1; L.4.b; L.4.c; L.4.d; L.6 -Verb Tenses L.1; L.3 	<p>W.3; W.3.a; W.3.b; W.3.d; W.10; SL.1; SL.1.a; SL.1.b; SL.4;</p>

	-Pronouns and Pronoun Case L.1; L.1.a; L.1.e; L.3 SHARE IDEAS -Writing: Journal Entry W.3; W.3.a; W.5; W.6;	-Multiple Choice RL.9 -Short Response RL.9 -Timed Writing RL.2; RL.9; W.2.a; W.2.b; W.9; W.9.a;	SHARE IDEAS -Writing: Persuasive Letter RI.8; W.1; W.1.a; W.1.b; W.1.c; W.1.e; W.3; W.3.a; W.3.e; W.5; W.10; ADDITIONAL CITATION: PAGE 450 LANGUAGE Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	
Assessments	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Plot Elements RL.2; RL.3 -Exit Ticket: Connotation RL.4 -Exit Ticket: Pronouns and Pronoun Case L.1; L.1.a; L.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Structures in Poetry: Meter RL.4 -Exit Ticket: Word Origins L.1.e -Exit Ticket: Invented Language L.1.e	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Plot and Flashback RL.3 -Exit Ticket: Prefix: un- L.4.b, L.4.d -Exit Ticket: Verb Tenses L.1; L.3	
Unit 4 Independent Learning Texts				
Unit 4 continued	from The Wonderful Wizard of Oz by L. Frank Baum Fantasy 1030L	Two of a Kind • Dreaming Up the Future by Nikki Grimes • Francisco X. Alarcón Poetry NP	from The Misadventures of Don Quixote by Miguel de Cervantes, retold by Tom Lathrop Retelling 940L	from Alice's Adventures in Wonderland by Lewis Carroll Fantasy 1080L
Recommended Pacing	2 days			
Skills and Standards	RL.10; RI.10; W.10: SL.1; SL.1.d;			
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary
Unit 4 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST	
Recommended Pacing	2 days	2 days	1 day	

Lesson Objectives	<p>Throughout this unit, students have read multiple texts about how imagination enriches our lives. Now, they will take some time to reflect on their own perspectives related to the Essential Question.</p> <p>-Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects</p>	<p>In this unit, students read about how imagination enriches our lives. They also practiced writing a short story. Now, they will write a short story that reflects their new understanding of the Essential Question.</p> <p>ADDITIONAL CITATION: PAGE 463</p> <p>WRITING</p> <ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events. 			
Skills and Standards	W.2d; W.3.d; W.10	W.3, W.3a, W.3b; W.3.c; W.3.d; W.10; L.1; L.2; L.2.b; L.3; L.6			
Grade 6, Unit 5: Extraordinary People					
ESSENTIAL QUESTION: What makes people extraordinary?					
	UNIT INTRODUCTION MENTOR TEXT: What Does It Mean to Be Extraordinary? Formal Research Paper 860L	Eyes Looking to the Sky by Christopher Hallman Short Story 930L	The World's Best Blind Mountain Biker Great Big Story Video Media	PERFORMANCE TASK: Writing	WRITER'S HANDBOOK: Research Paper
Recommended Pacing	2 days	5 days	2 days	2 days	2 days

Lesson Objectives	<ul style="list-style-type: none"> -Summary -Icebreaker -QuickWrite 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> • Explain how an author develops a point of view in a text. • Read and comprehend literature. • Acquire and use academic and domain-specific vocabulary. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Determine a theme of a text. • Describe how characters change in a story. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> • Explain how an author develops a point of view in a text. • Conduct research to answer a question. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> • Determine the figurative meaning of words. • Demonstrate understanding of figurative language. • Interpret figures of speech in context. • Use word relationships to better understand words. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> • Write narratives to develop events. • Use a variety of transition words, phrases, and clauses. • Interpret information presented in diverse formats. • Use strategies to improve expression in conventional language. 	<p>PREPARE TO VIEW/VIEW</p> <ul style="list-style-type: none"> • Determine the technical meaning of words and phrases. • Acquire and use academic and domain-specific vocabulary. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> • Integrate information from multiple media/formats to understand a topic. • Interpret and synthesize information presented in diverse media and Formats. • Present a logical argument using appropriate eye contact, adequate volume, and clear pronunciation. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 	-Write a Research Paper	<ul style="list-style-type: none"> -Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting
Skills and Standards	RL.2; RI.2; L.4.a; L.4.b; L.4.d; L.6; SL.1; SL.3	PREPARE TO READ/READ -Learn About Genre: Short Story RL.6; RL.10	PREPARE TO VIEW/VIEW -Media Vocabulary RI.4, L.6	RI.7; RI.8; RI.9; W.2; W.2.b; W.4 ; W.7; W.8 ; W.10	W.2; W.2.a; W.2.c; W.2.d; W.2.f; W.6; W.7; W.8; W.10; L.1; L.3

		<p>-Concept Vocabulary L.6 -Reading Strategy: Ask Questions</p> <p>BUILD INSIGHT -First Thoughts -Summary RL.1; RL.2 -Analysis RL.3; RL.9; RI.7; -Exploring the Essential Question</p> <p>ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Narrative Point of View RL.6</p> <p>STUDY LANGUAGE AND CRAFT -Concept Vocabulary RL.4; L.6 -Word Study: Analogies L.5.b -Figurative Language and Tone RL.4; L.5; L.5.a</p> <p>SHARE IDEAS -Writing: Diary Entry W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.10; L.3.a; -Speaking and Listening: Illustrated Travel Guide W.7; SL.2; SL.4; SL.5; L.1; L.1.e; L.3;</p> <p>ADDITIONAL CITATION: PAGE 488 SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify 	<p>-Viewing Strategy: Take Notes RI.4;</p> <p>BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion RI.7 -Exploring the Essential Question -Close Review -Media Vocabulary -Speaking and Listening: Oral Report RI.7; SL.2; SL.4; SL.6</p>		<p>ADDITIONAL CITATION: PAGE 505 WRITING With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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		information.			
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Narrative Point of View RL.6 -Exit Ticket: Analogies L.5.b -Exit Ticket: Figurative Language and Tone RL.4; L.5; L.5.a	n/a for Media	n/a	n/a
Unit 5 continued	Ada and the Thinking Machines by Kathleen Krull Biography 960L	The King of Mazy May by Jack London Adventure Story 1170L	from Sacajawea by Joseph Bruchac Historical Fiction 790L	from Lewis & Clark by Nick Bertozzi Graphic "Novel" History Media	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	4 days	4 days	4 days	3 days	2 days

Lesson Objectives	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Analyze how part of a text fits into the structure. Read and comprehend literary nonfiction. Determine word meaning using context. Use context clues to determine word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Support analysis of a text with evidence. Use knowledge of language and its conventions. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Analyze how a key individual, event, or idea is elaborated in a text. Integrate information from multiple formats. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar and usage. Use common Latin roots. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> Develop and strengthen writing. Present claims and findings using appropriate eye contact, adequate volume, and clear pronunciation. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Describe how a story's plot unfolds. Analyze how part of a text contributes to its plot. Determine the meaning of unknown words. Consult reference materials to clarify word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Cite textual evidence to support inference. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Describe how a story's plot unfolds. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Use common Latin roots. <p>SHARE IDEAS</p> <ul style="list-style-type: none"> Conduct short research projects. Gather relevant information from multiple sources. Draw evidence to support research. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Compare and contrast two authors' presentation of events. Use context clues to determine word meaning. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Demonstrate understanding through reflection. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Determine the figurative meaning of words. <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> Analyze how the structure of a text fits together. Consult reference materials to clarify word meaning. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech in context. 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> Determine the technical meaning of words. Read and comprehend literary nonfiction. <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> Use textual evidence to support analysis. Integrate information presented in different formats. Compare and contrast two authors' presentation of events. <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> Integrate information presented in different formats. <p>TEST PRACTICE</p> <ul style="list-style-type: none"> Compare and contrast texts in different genres. Compare and contrast two authors' presentation of events. Apply reading standards to literature. Apply reading standards to literary nonfiction. 	<p>Deliver a Research Presentation</p>
Skills and Standards	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Learn About Genre: Biography RI.5; RI.10 -Concept Vocabulary L.4; L.4.a 	<p>PREPARE TO READ/READ -</p> <ul style="list-style-type: none"> -Learn About Genre: Adventure Story RL.3; RL.5 -Concept Vocabulary L.4; L.4.c 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Compare Across Genres: Historical Fiction and Graphic "Novel" History -Concept Vocabulary L.4; L.4.a 	<p>PREPARE TO READ/READ</p> <ul style="list-style-type: none"> -Media Vocabulary RI.4; L.6; RI.10 -Reading Strategy: Make Connections 	<p>W.4; W.7, W.8; SL.1; SL.1.b; SL.1.c; SL.2; SL.4, SL.5; L.3;</p>

	<p>-Reading Strategy: Make Predictions RI.5</p> <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RI.2 -Comprehension -Analysis and Discussion RI.1; L.3 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read -Print and Graphic Features RL.2; RI.3; RI.5; RI.7 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary L.6 -Word Study: Latin Root -vis- L.4.b -Conjunctive Adverbs W.3.c; W.5; L.1; L.2; <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Speaking and Listening: Oral Instructions W.2.d; W.5; SL.2; SL.4; SL.6; L.1 <p>ADDITIONAL CITATION: PAGE 518 LANGUAGE</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p>	<p>-Reading Strategy: Make Predictions</p> <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read RL.4; SL.1.a -Elements of Plot RL.3; RL.5 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Latin Root -pend- L.4.b <p>SHARE IDEAS</p> <ul style="list-style-type: none"> -Research: Informational Report RI.9; W.2; W.2.b; W.2.c; W.4; W.7; W.8; W.10; SL.4; SL.5 -Writing: Business Letter W.2.e; W.4; W.9; W.10; L.2 	<p>-Reading Strategy: Monitor Comprehension RI.9</p> <p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Summary RL.1; SL.1.d -Analysis and Discussion SL.1.d -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read SL.1 -Historical and Cultural Setting RL.1; RL.5 <p>STUDY LANGUAGE AND CRAFT</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study: Synonyms L.4.c, L.5; L.5.b -Figurative Language RL.4; L.5; L.5.a <p>TEST PRACTICE</p> <ul style="list-style-type: none"> -Timed Writing: Argumentative Essay RL.9; RI.9; W.1; W.1.a; W.1.b; W.1.d; W.1.e; W.9.a; W.9.b 	<p>BUILD INSIGHT</p> <ul style="list-style-type: none"> -First Thoughts -Comprehension RI.1; RI.7; RI.9 -Analysis and Discussion RI.1; SL.2 -Exploring the Essential Question <p>ANALYZE AND INTERPRET</p> <ul style="list-style-type: none"> -Close Read RI.5; SL.1; SL.1.a; SL.1.c -Inquiry and Research: Research and Extend <p>TEST PRACTICE</p> <ul style="list-style-type: none"> -Timed Writing: Argumentative Essay RL.9; RI.9; W.1; W.1.a; W.1.b; W.1.d; W.1.e; W.9.a; W.9.b 	
Assessments	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Print and Graphic Features RI.3; RI.7 -Exit Ticket: Latin Root -vis- L.4.b -Exit Ticket: Conjunctive Adverbs L.1 	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Elements of Plot RL.3 -Exit Ticket: Latin Root -pend- 	<p>SELECTION TEST</p> <ul style="list-style-type: none"> -Comprehension and Vocabulary <p>EXIT TICKETS</p> <ul style="list-style-type: none"> -Exit Ticket: Historical and Cultural Setting RL.5 -Exit Ticket: Synonyms L.4.c, L.5 -Exit Ticket: Figurative Language RL.4; L.5; L.5.a 	n/a for Media	n/a

Unit 5 Independent Learning Texts

Unit 5 continued	The Hero Twins Against the Lords of Death: A Mayan Myth by Dan Jolley, illustrated by David Witt Graphic Novel Media	from Shipwreck at the Bottom of the World by Jennifer Armstrong Nonfiction Narrative 1110L	Time Magazine's Kid of the Year Learns You Can't Win if You Don't Try by Bob Francis Feature Article 1030L	The Legacy of Arctic Explorer Matthew Henson by James Mills Informational Article 1240L	
Recommended Pacing	2 days				
Skills and Standards	RL.10; RI.10; SL.1				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 5 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	<p>Throughout this unit, students have read multiple texts about what makes people extraordinary. Now, they will take some time to reflect on their own perspectives related to the Essential Question.</p> <p>-Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects</p>	<p>In this unit, students read about what makes people extraordinary. They also practiced writing a research-based essay. Now, they will write a research-based essay that reflects their new understanding of the Essential Question.</p> <p>ADDITIONAL CITATION: PAGE 569</p> <p>WRITING</p> <ul style="list-style-type: none"> •Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. •Use precise language and 			

		<p>domain-specific vocabulary to inform about or explain the topic.</p> <p>•With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
Skills and Standards	W.4, W.9, SL.1	W.2, W.2.a; W.2.b, W.2.c, W.2.d; W.2e, W.2.f; W.4; W.7; W.9; L.1; L.2; L.2.b;			