



## 6<sup>th</sup> Grade ELA Scope and Sequence

COURSE OVERVIEW & TIMING		
This section is designed to help you see the flow of the units/topics across the entire school year.		
Unit		Unit Length
Unit 1:	Stories of Survival / Model Instructional Routines TM65 **	1 <sup>st</sup> Quarter (44 days)
Unit 2:	Live Your Dream	2 <sup>nd</sup> Quarter (23 days)
Unit 3:	World Wonders	2 <sup>nd</sup> Quarter (22 days)
Unit 4:	Coming to America	3 <sup>rd</sup> Quarter (22 days)
Unit 5:	Cities of Gold	3 <sup>rd</sup> Quarter (20 days)
Unit 6:	History Lost and Found	4 <sup>th</sup> Quarter (22 days)
Unit 7:	The Big Give	4 <sup>th</sup> Quarter (24 days)

**\*\*Please note:** The 1<sup>st</sup> quarter will give the teacher time to teach and model Instructional Routines (T65 –red section) and complete any pre-assessments. The Instructional Routines are researched, step-by-step procedures, implementation support, and connections to the Common Core State Standards.

**Key:**

- Reading Standards for Informational Text **(RI)**
- Reading Standards for Literature **(RL)**
- Writing Standards **(W)**
- Speaking and Listening Standards **(SL)**
- Language Standards **(L)**

OVERALL COURSE TIMING	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	177
Total number of instructional days for all units included in the Scope and Sequence:	177

First Quarter	<b>Unit 1: Stories of Survival (Story, Poem, &amp; Memoir)</b> <i>This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's point of view of text. The narrators of the story, poem, and memoir in this unit all successfully confront their fears. Scholars will learn how to determine meaning of words and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	<b>Resources</b>
<b>UNIT 1 STANDARDS</b>		
44 days	<b>READING STANDARDS FOR LITERATURE:</b> <b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed) <b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Assessed) <b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (Assessed) <b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Assessed) <b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (Assessed) <b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text. (Assessed) <b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (Assessed) <b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: Man vs. Wild: Bear's Blog (Read Bear's thoughts about surviving in extreme environments such as Antarctica, Belize, and Turkey) optional Chrome Books for research & writing (class set) Book Shiloh by Phyllis Reynolds Naylor (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) <a href="http://www.Readworks.org">www.Readworks.org</a> <a href="http://www.Newsela.com">www.Newsela.com</a> Read 180 Unit 3 Read 180 Rskills Unit 3 <a href="http://www.LearnZillion.com">www.LearnZillion.com</a> Close Reading <a href="http://www.iready.com">www.iready.com</a>
Spiraling	<b>WRITING STANDARDS:</b> <b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Assessed/ includes a through e) <b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <b>b.</b> Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. <b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <b>e.</b> Provide a conclusion that follows from the narrated experiences or events <b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4) <b>W.6.5</b> 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. (Assessed) <b>W.6.6</b> 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. (Assessed) <b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>SPEAKING &amp; LISTENING STANDARDS:</b> <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. <b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <b>LANGUAGE STANDARDS:</b> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed) <b>a.</b> Ensure the pronouns are in the proper case (subjective, objective, and possessive). <b>b.</b> Use intensive pronouns (e.g. myself, ourselves). <b>e.</b> Recognize variations from standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language. <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed) <b>b.</b> Spell correctly <b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style. <b>VOCABULARY ACQUISITION AND USE:</b> <b>L.6.4</b> 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. (Assessed) (CCSS. RH 6.4)	

	(CCSS. RST 6.4) <b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.(Assessed) <b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). <b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed) <b>a.</b> Interpret figures of speech (e.g., personification) in context <b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)	
<b>Essential Question</b>	<i>How are people shaped by the challenges they face?</i>	

<b>Second Quarter</b>	<b>Unit 2: Live Your Dream</b> <i>This unit focuses on autobiographical texts that assess textual evidence, central idea, and author's point of view of text. In these autobiographical texts, three successful adults reflect on the dreams and challenges of their youth. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	<b>Resources</b>
<b>UNIT 2 STANDARDS</b>		
<b>23 Days</b>	<b>READING STANDARDS FOR INFORMATIONAL TEXT:</b> <b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed) (CCSS. RH 6.1) (CCSS. RST 6.1) <b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments. (Assessed) (CCSS. RH 6.2) (CCSS. RST 6.2) <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS. RH 6.3) (CCSS. RST 6.3) <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Assessed) <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Assessed) (CCSS. RH 6.5) (CCSS. RST 6.5) <b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Assessed) (CCSS. RH 6.6) (CCSS. RST 6.6) <b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: <b>Poets.org</b> (Enter Langston Hughes' name in the "Find a Poem or Poet" feature on the left-hand side of the page to find biographical information about Hughes) optional Chrome Books for research & writing (class set) Book: <b>Kids With Courage: True Stories About Young People Making a Difference</b> by Barbara A. Lewis (optional) for oral or independent reading Review the
<b>Spiraling</b>	<b>WRITING STANDARDS:</b> <b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Assessed) (CCSS. WHST.6.2) <b>a.</b> 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. (Assessed) <b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (Assessed) <b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts. (Assessed) <b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. (Assessed) <b>e.</b> Establish and maintain a formal style. (Assessed) <b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented. (Assessed) <b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4) <b>W.6.5</b> 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. (Assessed) <b>W.6.6</b> 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. (Assessed) <b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.(Assessed) (CCSS. WHST.6.9) <b>a.</b> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").(Assessed) <b>b.</b> Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").(Assessed) <b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>SPEAKING &amp; LISTENING STANDARDS:</b>	

	<p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> 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><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.4</b> 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. (Assessed)</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell correctly</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>L.6.4</b> 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. (Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Assessed)</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>d.</b> 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><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>a.</b> Interpret figures of speech (e.g., personification) in context</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Assessed)</p>	<p>10 Instructional Routines TM 65 (Red Tab) <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.newsele.org">www.newsele.org</a> <a href="http://www.iredy.com">www.iredy.com</a></p>
<b>Essential Question</b>	<i>What does a dream reveal about the dreamer?</i>	

<b>Second Quarter</b>	<p><b>UNIT 3: World Wonders (Informative Articles)</b></p> <p><i>This unit focuses on informative articles that assess textual evidence, central idea, and author's point of view of text. In these informative articles, students will consider some of the world's greatest monuments and the challenges of protecting them. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i></p>	<b>Resources</b>
<b>UNIT 3 STANDARDS</b>		
<b>22 Days</b>	<p><b>READING STANDARDS FOR INFORMATIONAL TEXT:</b></p> <p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed) (CCSS. RH 6.1) (CCSS. RST 6.1)</p> <p><b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments. (Assessed) (CCSS. RH 6.2) (CCSS. RST 6.2)</p> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS. RH 6.3) (CCSS. RST 6.3)</p> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Assessed)</p> <p><b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Assessed) (CCSS. RH 6.5) (CCSS. RST 6.5)</p> <p><b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS. RH 6.6) (CCSS. RST 6.6)</p> <p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS. RH 6.7) (CCSS. RST 6.7)</p>	<p>Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: Google <b>National Geographic</b> (Select the "History" link and click on "Mysteries of the Ancient World." Navigate the map to learn about artifacts, legends and myths, temples and tombs, and lost</p>

	<p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.(Assessed) (CCSS. RH 6.8) (CCSS. RST 6.8)</p> <p><b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., memoir written by a biography on the same person). (CCSS. RH 6.9) (CCSS. RST 6.9)</p> <p><b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>cities of the ancient world). optional Chrome Book for research &amp; writing(class set) Book: <b><i>Built to Last: Building America's Amazing Bridges, Dams, Tunnels, and Skyscrapers</i></b> by George Sullivan (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) Read 180 Unit 7 Read 180 Rskills test 7 <a href="http://www.Learnzillion.com">www.Learnzillion.com</a> Writealong <a href="http://www.Readworks.com">www.Readworks.com</a> <a href="http://www.iready.com">www.iready.com</a></p>
Spiraling	<p><b>Writing Standards:</b></p> <p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence. (Assessed)</p> <p><b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly.(Assessed) (CCSS. WHST.6.1)</p> <p><b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.(Assessed)</p> <p><b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.(Assessed)</p> <p><b>d.</b> Establish and maintain a formal style.(Assessed)</p> <p><b>e.</b> Provide a concluding statement or section that follows from the argument presented.(Assessed)</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4)</p> <p><b>W.6.5</b> 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. (Assessed)</p> <p><b>W.6.6</b> 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. (Assessed)</p> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.(Assessed)</p> <p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING STANDARDS:</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.3</b> Delineate a speaker's argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not.(Assessed)</p> <p><b>SL.6.4</b> 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.(Assessed)</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p><b>b.</b> Spell correctly.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>L.6.4</b> 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.(Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (Assessed)</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>	
Essential Question	Do we have a duty to preserve world wonders for future generations?	



Third Quarter	<b>Unit 4: Coming to America (Informational Text)</b> <i>This unit focuses on informative articles that assess textual evidence, central idea, and author's point of view of text. In these texts, readers learn about two immigrant experiences in two diverse American communities. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 4 STANDARDS		
22 Days	<b>READING STANDARDS FOR INFORMATIONAL TEXT:</b> <b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed) (CCSS. RH 6.1) (CCSS. RST 6.1) <b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments. (Assessed) (CCSS. RH 6.2) (CCSS. RST 6.2) <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS. RH 6.3) (CCSS. RST 6.3) <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Assessed) <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Assessed) (CCSS. RH 6.5) (CCSS. RST 6.5) <b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Assessed) (CCSS. RH 6.6) (CCSS. RST 6.6) <b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: <b>Howstuffworks.com</b> (Search for "London Eye" to find out how it works. Check out fascinating information on the building and operation of the London Eye at <a href="http://www.howstuffworks.com/london-eye1.htm">www.howstuffworks.com/london-eye1.htm</a> (optional) Chrome Book for research & writing(class set) Book: <b>Esperanza Rising</b> by Pam Munoz Ryan (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) Read 180 Workshop 1 Read 180 RSkills Test 1 <a href="http://www.NewsELA.com">www.NewsELA.com</a> <a href="http://www.Readworks.org">www.Readworks.org</a> <a href="http://www.iready.com">www.iready.com</a>
Spiraling	<b>WRITING STANDARDS:</b> <b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Assessed) (CCSS. WHST.6.2) <b>a.</b> 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. (Assessed) <b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (Assessed) <b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts. (Assessed) <b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. (Assessed) <b>e.</b> Establish and maintain a formal style. (Assessed) <b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented. (Assessed) <b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4) <b>W.6.5</b> 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. (Assessed) <b>W.6.6</b> 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. (Assessed) <b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>SPEAKING &amp; LISTENING STANDARDS:</b> <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. <b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <b>LANGUAGE STANDARDS:</b> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed) <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed) <b>b.</b> Spell correctly. <b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style. <b>b.</b> Maintain consistency in style and tone. <b>VOCABULARY ACQUISITION AND USE:</b> <b>L.6.4</b> 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.(Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)	

	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., personification) in context</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>	
Essential Question	What do experiences with others teach people about themselves?	

Third Quarter	Unit 5: Cities of Gold (Literature)	Resources
	UNIT 5 STANDARDS	
20 Days	<p><b>READING STANDARDS FOR LITERATURE:</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Assessed)</p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Assessed)</p> <p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.(Assessed)</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.(Assessed)</p> <p><b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.(Assessed)</p> <p><b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.(Assessed)</p> <p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: <a href="http://www.howstuffworks.com">Howstuffworks.com</a> (Search for "London Eye" to find out how it works. Check out fascinating information on the building and operation of the London Eye at <a href="http://www.howstuffworks.com/london-eye1.htm">www.howstuffworks.com/london-eye1.htm</a> (optional) Chrome Book for research &amp; writing(class set) Book: <b>The Great Fire</b> by Jim Murphy (optional) for oral or independent reading Review the 10 Instructional Routines TM 65 (Red Tab) <a href="http://www.NewsELA.com">www.NewsELA.com</a> <a href="http://www.Readworks.org">www.Readworks.org</a> <a href="http://www.Learning.blog.s.nytimes.com">www.Learning.blog.s.nytimes.com</a> <a href="http://www.iready.com">www.iready.com</a></p>
Spiraling	<p><b>Writing Standards:</b></p> <p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence. (Assessed)</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.(Assessed) (CCSS. WHST.6.1)</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.(Assessed)</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.(Assessed)</p> <p>d. Establish and maintain a formal style.(Assessed)</p> <p>e. Provide a concluding statement or section that follows from the argument presented.(Assessed)</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4)</p> <p><b>W.6.5</b> 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. (Assessed)</p> <p><b>W.6.6</b> 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. (Assessed)</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING STANDARDS:</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	

	<p>speaking. (Assessed)</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p><b>b.</b> Spell correctly.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>L.6.4</b> 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.(Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p><b>a.</b> Interpret figures of speech (e.g., personification) in context</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>	
<b>Essential Question</b>	<i>Why does place matter?</i>	

Fourth Quarter	<b>Unit 6: History Lost and Found</b> <i>This unit focuses on informational text that assesses textual evidence, central idea, and author's point of view of text. The authors of these texts examine how new discoveries about ancient societies reveal hidden secrets and teach us about the past. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	<b>Resources</b>
	<b>UNIT 6 STANDARDS</b>	
<b>22 Days</b>	<p><b>READING STANDARDS FOR INFORMATIONAL TEXT:</b></p> <p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed) (CCSS. RH 6.1) (CCSS. RST 6.1)</p> <p><b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments. (Assessed) (CCSS. RH 6.2) (CCSS. RST 6.2)</p> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS. RH 6.3) (CCSS. RST 6.3)</p> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Assessed)</p> <p><b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Assessed) (CCSS. RH 6.5) (CCSS. RST 6.5)</p> <p><b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Assessed) (CCSS. RH 6.6) (CCSS. RST 6.6)</p> <p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS. RH 6.7) (CCSS. RST 6.7)</p> <p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS. RH 6.8) (CCSS. RST 6.8)</p> <p><b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., memoir written by a biography on the same person). (CCSS. RH 6.9) (CCSS. RST 6.9)</p> <p><b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p> <p>Website: <b>National Geographic Kids</b> (Follow links to learn about exciting archeological sites and explore virtual tombs in an interactive game)- optional</p> <p>Chrome Book for research &amp; writing(class set)</p> <p>Book: <b>Frozen Man</b> by David Getz(optional) for oral or independent reading</p> <p>Review the 10 Instructional Routines TM 65 (Red Tab)</p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><a href="http://www.newsela.org">www.newsela.org</a></p> <p><a href="http://www.educatorcumminity.hmhco">www.educatorcumminity.hmhco</a></p> <p><a href="http://www.iready.com">www.iready.com</a></p>
<b>Spiraling</b>	<p><b>WRITING STANDARDS:</b></p> <p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Assessed) (CCSS. WHST.6.2)</p> <p><b>a.</b> 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. (Assessed)</p> <p><b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (Assessed)</p> <p><b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts. (Assessed)</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. (Assessed)</p> <p><b>e.</b> Establish and maintain a formal style. (Assessed)</p> <p><b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented. (Assessed)</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4)</p> <p><b>W.6.5</b> 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. (Assessed)</p> <p><b>W.6.6</b> 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. (Assessed)</p>	



	<p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.(Assessed) (CCSS. WHST.6.9)</p> <p><b>a.</b> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").(Assessed)</p> <p><b>b.</b> Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").(Assessed)</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING STANDARDS:</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>a.</b> Ensure the pronouns are in the proper case (subjective, objective, and possessive).</p> <p><b>b.</b> Use intensive pronouns (e.g. myself, ourselves).</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Assessed)</p> <p><b>b.</b> Spell correctly.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>L.6.4</b> 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.(Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.(Assessed)</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>	
<b>Essential Question</b>	<i>How can ancient history teach us about our world today?</i>	

<b>Fourth Quarter</b>	<p><b>UNIT 7: The Big Give (Literature)</b></p> <p>This unit focuses on textual evidence, central idea/theme, and author's point of view of text. Authors and a poet explore how individuals act when faced with people in need. Scholars will learn how to determine meaning of words and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>	<b>Resources</b>
<b>UNIT 7 STANDARDS</b>		
<b>26 Days</b>	<p><b>READING STANDARDS FOR LITERATURE:</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Assessed)</p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Assessed)</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p>

	<p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (Assessed)</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text. (Assessed)</p> <p><b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (Assessed)</p> <p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Website: <b>Do Something</b> (This site gives students information on how to get involved in causes from animal welfare to poverty to human rights)- optional</p> <p>Chrome Book for research &amp; writing(class set)</p> <p>Book: <b>Be the Change! Change the World. Change Yourself</b> edited by Michelle Nunn (optional) for oral or independent reading</p> <p>Review the 10 Instructional Routines TM 65 (Red Tab)</p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><a href="http://www.newsela.org">www.newsela.org</a></p> <p><a href="http://www.educatorcum">www.educatorcum</a></p> <p><a href="http://minity.hmhco">minity.hmhco</a></p> <p><a href="http://www.iready.com">www.iready.com</a></p>
Spiraling	<p><b>WRITING STANDARDS:</b></p> <p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Assessed) (CCSS. WHST.6.2)</p> <p><b>a.</b> 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. (Assessed)</p> <p><b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (Assessed)</p> <p><b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts. (Assessed)</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. (Assessed)</p> <p><b>e.</b> Establish and maintain a formal style. (Assessed)</p> <p><b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented. (Assessed)</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS. WHST.6.4)</p> <p><b>W.6.5</b> 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. (Assessed)</p> <p><b>W.6.6</b> 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. (Assessed)</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (Assessed) (CCSS. WHST.6.9)</p> <p><b>a.</b> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”). (Assessed)</p> <p><b>b.</b> Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (Assessed)</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING STANDARDS:</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>e.</b> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell correctly</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>L.6.4</b> 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. (Assessed) (CCSS. RH 6.4) (CCSS. RST 6.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (Assessed)</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</p>	

	expression.(Assessed)	
Essential Question	What can one person do to make a difference?	