

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 0: Classroom Routines, Expectations, and Diagnostic Testing 4 weeks	To introduce classroom expectations and routines, as well as set-up success for year-long practices and projects. Additionally, to begin building student relationships and better understand individual academic needs.	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.2 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. 6.W.8 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	The student will know: - Classroom routines and expectations (behavior, grading, and routine assignments and/or projects) - Where resources are located (with the classroom as well as google- classroom) - How to write and format a narrative paragraph	The student will be able to: - Write a narrative paragraph about their name and name history based on previous research - Navigate google- classroom and the physical classroom - Book Spine Project on future Choice Books - The routine of homework assignments and spelling activities	- Teacher syllabus <i>The House on Mango Street</i> excerpt: "My Name," by Sandra Cisneros - Name research websites - Book Spine Project directions and examples <i>What Do Fish Have to do With Anything</i>, by Avi

		information for sources.			
Unit 1: Short Story Fiction 4 weeks	To introduce and build upon previous knowledge of the fiction reading genre, and the different elements of fiction. Students will practice responding to fictional texts in writing, while using textual evidence. Students will expand their vocabulary and word choice through learning about Synonyms and Antonyms. Students will also improve the clarity of their writing by learning about and correcting Sentence Fragments and Run-ons.	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.2 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. 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.9 Draw and cite evidence from literary or informational texts to support analysis,	The student will know: • Fictional elements such as: plot, characters, setting, point of view, and theme • How to make inferences • How to write a summary • Synonyms and Antonyms • Sentence fragments and Run-ons	The student will be able to: • Identify and describe the plot, characters, setting, point of view, and theme of a fictional story • Students will make inferences about events in the texts through discussions and/or writings • Write an accurate summary • Define the terms “synonym” and “antonym” as well as identify them in texts, and create them in writing • Define the terms “sentence fragments” and “run-ons” as well as identify them in their own work. Write in full,	<i>Mirrors & Windows</i> Curriculum, including: • Textbook, Units 1 and 2 (<i>Fiction Connections</i>) • Close Reading Workbook • Vocabulary & Spelling • Writing & Grammar Workbook Plot Mountain video

		reflection, and research. 6.L.6 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. 6.SL.1 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.		complete sentences	
Unit 2: Literary Response Writing 2 weeks	To respond to fictional texts using formal writing skills, and to support answers with textual evidence.	6.RL.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	The student will know: How to write a literary response using text evidence to support ideas	The student will be able to: Write a response to literature based on a writing prompt, while	<i>Mirrors & Windows Curriculum, including:</i> Textbook, Units 1 and 2 (<i>Fiction Connections</i>)

	Students will also improve the clarity of their writing by learning about and practicing correct comma usage.	6.W.8 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. 6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 6.L.1 (a-c) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6.L.2 (a-b) Demonstrate command of the conventions of standard English	Comma use	using textual evidence to support their writing Demonstrate correct comma use in writing	Writing & Grammar Workbook
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		capitalization, punctuation, and spelling when writing.			
Unit 3: Nonfiction 5 weeks	To introduce and build upon previous knowledge of the nonfiction reading genre, and the different elements of nonfiction. Students will expand their vocabulary knowledge through learning about word parts, as well as use context clues to help determine the meanings of unknown words. Students will also expand and solidify their knowledge of the different parts of speech, to help improve their writing basic grammar understanding.	6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RI.2 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. 6.RI.8 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. 6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6– 8 text	The student will know: - Nonfiction elements such as: text features, main idea, cause & effect, sequential order, as well as fact and opinion - Word Parts (Prefixes, Suffixes, and Base Words) - Context Clues - Parts of Speech	The student will be able to: - Identify and use text features to better understand a text - Identify and write about the main idea and supporting details of a text - Determine cause & effect, sequential order, as well as fact and opinion in a text - Use words parts to help determine word meanings - Use context clues to help determine meanings of unknown words - Recognize and identify the different parts of speech	<i>Mirrors & Windows</i> Curriculum, including: - Textbook, Units 3 and 4 (<i>Nonfiction Connections</i>) - Close Reading Workbook - Vocabulary & Spelling - Writing & Grammar Workbook HMH Word Parts practice worksheets

		complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 6.L.6 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. 6.SL.1 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			
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		expressing their own clearly.			
Unit 4: Argumentative Writing 3 weeks	To engage students' beliefs or values, develop their ability to research, quote, and paraphrase a text, as well as draw and cite evidence to compose an argumentative essay that makes specific claims and supports them with relevant reasoning and evidence. Students will also improve the clarity and accuracy of their writing by learning about capitalization rules.	6.RI.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6.W.1 (a-e) 6.W.8 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. 6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	The student will know: • How to research for, and write an introduction, body, and conclusion paragraphs for an argumentative essay • Capitalization Rules	The student will be able to: • Demonstrate the ability to research a topic, write about a topic in a persuasive manner, and cite relevant and accurate evidence in a text • Correctly use capitalization in writing	<i>Mirrors & Windows</i> Curriculum, including: • Textbook, Unit 3 (<i>Nonfiction Connections</i>) • Writing & Grammar Workbook

		6.L.1 (a-c) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6.L.2 (a-b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6.L.6 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.			
Semester 2 of 2					
Unit Number: Title	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials

Duration					
Unit 5: Poetry 5 weeks <i>Note: This unit coincides with mid-year interim assessment in reading.</i>	To introduce and build upon previous knowledge of poetry, as well as to engage students' understanding of figurative language and poetry devices. Students will expand their vocabulary and word knowledge through learning about homonyms, homophones, and multiple-meaning words. Students will also improve the clarity and accuracy of their writing by learning about dashes and end punctuation.	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.2 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. 6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6.L.5 Demonstrate understanding of	The student will know: • Meaning in Poetry • How to make inferences in poetry • Imagery and Figurative Language • Sound Devices • Homonyms, Homophones, and Multiple-meaning Words • Dashes and End Punctuation	The student will be able to: • Demonstrate comprehension of figurative language through identification and use • Students will make inferences about ideas in poetry, and cite the text to support their thoughts • Students will determine the theme of a poem or song lyric through discussions and writings • Define the terms "homonyms" and "homophones" as well as identify them in texts, and create them in writing • Correctly use dashes and end	<i>Mirrors & Windows</i> Curriculum, including: • Textbook, Units 5 and 6 (<i>Poetry Connections</i>) • Close Reading Workbook • Vocabulary & Spelling • Writing & Grammar Workbook Figurative Language videos Sound device videos

		figurative language, word relationships, and nuances in word meanings. 6.L.6 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. 6.SL.1 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.		punctuation in writing	
Unit 6: Descriptive Essay	To write an essay using rich descriptions about a person, place, or thing. Students will	6.L.1 Demonstrate command of the conventions of standard English	The student will know: How to use reference materials, and	The student will be able to: Write a descriptive essay with an	<i>Mirrors & Windows</i> Curriculum, including:

2 weeks	practice writing in a clear and organized way, as well as use sensory and other descriptive details to convey their experience, and/or memory.	grammar and usage when writing or speaking. 6.L.2 (a-b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	what specific reference materials offer	introduction, conclusion, and logical organization Use reference materials to determine word meanings, and to improve their word choice when writing	- Textbook, Units 5 and 6 (<i>Poetry Connections</i>) - Writing & Grammar Workbook
Unit 7: SBAC Preparation, and State Testing 5 weeks	To prepare students for State Testing by learning and practicing test taking strategies, as well as exploring the format of the test and tools available. This unit includes the actual weeks necessary to complete testing.	6.RL. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.RI.10 By the end of the year, read and comprehend literary nonfiction in the	The student will know: - How to login to the state test - How to navigate the state test, and use the tools available - Test taking strategies	The student will be able to: - To identify and employ test taking strategies on the State Test - Complete the State Test to the best of their abilities	State Testing sample practice test State Test

		grades 6– 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Unit 8: Novel Study 6 weeks <i>Note: This unit coincides with the end-of-year assessment in reading.</i>	To engage students' comprehension skills, further develop skills in making inferences, and engage students' ability to determine the theme and/or the main idea within a novel. Additionally, to further engage students in a variety of different collaborative discussions.	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.2 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. 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	The student will know: • Authors purpose • Reading strategies, including making predictions, and asking questions • Theme (within a novel)	The student will be able to: • To demonstrate comprehension of the novel by chapter and as a whole • To make predictions and ask questions during the reading of the novel • Determine the theme or themes of a novel, and provide textual evidence to support thinking • Define “authors purpose,” and determine it in the novel	<i>Mirrors & Windows</i> “Access Novels” Curriculum Either the novel <i>Stargirl</i> by Jerry Spinelli, or <i>Iqbal</i> by Francesco D'Adamo

		6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. 6.L.6 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. 6.SL.1 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.			
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