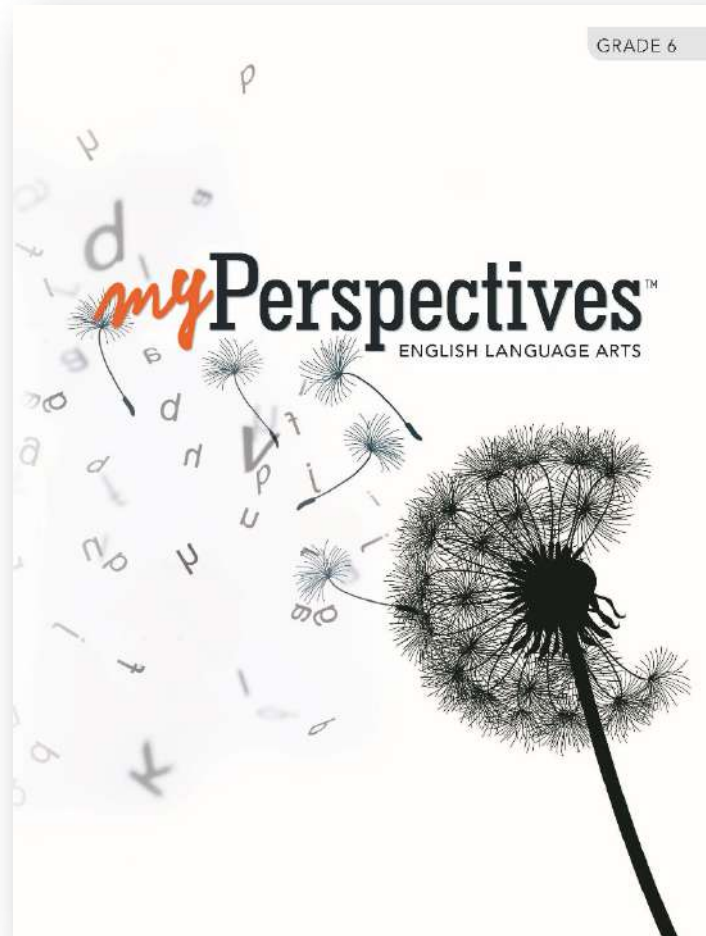


Grade 6 Curriculum Map



GRADE 6, UNIT 1 : Childhood

UNIT INTRODUCTION	Days 1 & 2	Unit Video: Best of the Bee Discuss It: Discuss It Do you think competition should be part of everyone's childhood?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: NonFiction Narrative Launch Text: Wagon Train at Dusk (Lexile 740)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

Anchor Text (Memoir in Verse): <i>from Brown Girl Dreaming</i> by Jacqueline Woodson Media (Comic Strip): <i>Gallery of Calvin and Hobbes Comics</i> by Bill Watterson	Performance-Based Assessment Task Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something? Language Development: Author's Style: Voice W.6.3, W.6.3.a-e, W.6.4, W.6.5, W.6.6, L.6.3, L.6.3.a	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What are some of the challenges and triumphs of growing up?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • Read and analyze how authors express their points of view in different types of texts. RL.6.6 • Expand Knowledge and use of academic and concept vocabulary. RL.6.4 • Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. W.6.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 • Correctly use common, proper, and possessive nouns in writing and presentations. L.6.1 • Use word choice, sentence structures, and tone to develop your voice in your writing. L.6.3 • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 • Integrate audio, visuals, and text in presentations. SL.6.5
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Standards Covered

Reading Literary Text RL.6.5, RL.6.6, RL.6.10	Reading Informational Text RI.6.5, RI.6.6, RI.6.10	Speaking & Listening SL.6.1, SL.6.1.a-d, SL.6.2	Language L.6.2, L.6.3, L.6.4, L.6.5, L.6.6	Writing W.6.3, W.6.3.b, W.6.3.d, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.9.a	NOTES:
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UNIT 1 Whole-Class Learning				GRADE 6		Childhood	
Making Meaning				Language Development		Effective Expression	
Days 4-14							
<i>from Brown Girl Dreaming:</i> TG p. 12-25	Close Read TG p. 13: Analyze line breaks TG p. 13: Mark words that reveal narrator’s feelings TG p. 15: mark the words that are repeated in lines 5–7. TG p. 16: Mark words that indicate the exact words of Woodson and her sister in lines 9–23 of “sometimes.” TG p. 17: Mark details in lines 15–23 of “uncle robert” that show what the poet is thinking. TG p. 18: notice details related to things you can touch, including swings, sliding boards, hands, and eyes. TG p. 19: mark lines in italics in lines 23–38 that indicate that the mother and uncle are speaking RL.6.4, RL.6.5	Analyze the Text TG p. 20 □ Make inferences □ Speculate □ Make a Judgment □ Answer the Essential Question	Analyze Craft and Structure TG p. 21 Memoir and Poetry	Concept Vocabulary and Word Study TG p. 22	Conventions TG p. 23 Common, Proper, and Possessive Nouns noun common noun proper noun possessive nouns	Writing to Sources TG p. 24 Poem	Speaking and Listening TG p. 25 Partner discussion
First Read Notice: Whom the story is about, what happens, where and when it happens and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection				Words that appeal to the senses: squish humming twist twirl shushes feathery Onomatopoeia			
			RI.6.5, RI.6.6	RL.6.4, L.6.5	L.6.2, L.6.3	W.6.3, W.6.3.b W.6.3.b, W.6.3.d, W.6.9, W.6.9.a	SL.6.1, SL.6.1.a-d

Making Meaning			Language Development	Effective Expression
Day 15				
Gallery of Calvin and Hobbes Comics: TG p. 26-31 First Review Look: at each image and determine whom or what it portrays. Note: elements in each image that you find interesting and want to revisit. Connect: details in the images to other media you've experienced, texts you've or images you've seen. Respond: Complete Comprehension check	Close Read TG p. 27: Interpret images TG p. 28: Analyze character RL.6.3	Analyze the Media TG p. 30 <input type="checkbox"/> Make inferences and support <input type="checkbox"/> Speculate <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Answer the Essential Question RL.6.1	Media Vocabulary TG p. 30 panel encapsulation speech balloon L.6.5, L.6.5.b	Research and Discuss TG p. 31 Class Discussion W.6.7, SL.6.1.a-d, SL.6.2
Performance Task: Writing Focus				
Days 16-18				
TG p. 32-37 Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something? Language Development: Author's Style: Voice			Standards: W.6.3, W.6.3.a-e, W.6.4, W.6.5, W.6.6, L.6.3, L.6.3.a	

UNIT 1 Small-Group Learning		GRADE 6		Childhood	
Introduction Day 19					
Public Document: <i>Declaration of the Rights of the Child</i> The United Nations General Assembly Magazine Article: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> by William Kremer Memoir: <i>from Bad Boy</i> by Walter Dean Myers Poetry: <i>I Was a Skinny Tomboy Kid</i> by Alma Luz Villanueva	Performance-Based Assessment Task Present a Retelling Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section. SL.4, SL.5, SL.6	Small-Group Learning Strategies: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What are some of the challenges and triumphs of growing up?	Unit Goals: TG p. 4 <ul style="list-style-type: none">Read and analyze how authors express their points of view in different types of texts. RL.6.6, RI.6.6Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. W.6.2Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Correctly use common, proper, and possessive nouns in writing and presentations. L.6.1Use word choice, sentence structures, and tone to develop your voice in your writing. L.6.3Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
Reading Literary Text RL.6.1, RL.6.2, RL.6.5, RL.6.9, RL.6.10	Reading Informational Text RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.10	Speaking & Listening SL.6.4	Language L.6.1, L.6.1.a, L.6.1.b, L.6.4, L.6.4.b, L.6.4.c, L.6.4.d, L.6.5, L.6.5.a, L.6.5.b	Writing W.6.2, W.6.2.a-c, W.6.4, W.6.5, W.6.9, W.6.9.a-b	NOTES:

UNIT 1 Small-Group Learning			GRADE 6		Childhood	
Making Meaning			Language Development		Effective Expression	
Days 20-22						
Rights of a Child TG p. 42-49	Analyze the Text TG p. 46	Analyze Craft and Structure TG p. 47	Concept Vocabulary and Word Study TG p. 46	Conventions TG p. 48	Writing to Sources TG p. 49	
First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	<input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Development of Ideas	Words related to laws and rights: entitled enactment compulsory Latin root -puls-	Pronoun Case pronoun pronoun case nominative (or) subjective case objective case possessive case	Informational article, essay	
	RI.6.1, SL.6.1, SL.6.4	RL.6.3, RL.6.5	L.6.4, L.6.4.b	L.6.1, L.6.1.a	W.6.2	

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Overview: Independent Learning

Days 33-34

TG p. 80-81, 82A-82F, 82-85

Select and read a story from selections available online:

- from Peter Pan by J. M. Barrie
- Oranges by Gary Soto
- The Boy Nobody Knew by Faith Ringgold
- Raymond's Run by Toni Cade Bambara

Standards: RL.6.10, RI.6.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 86-87

Writing to Sources: Nonfiction Narrative

Writing Prompt: When did a challenge lead to a triumph?

Speaking & Listening Outcome: Recitation

Standards: W.3.a-e, SL.6.4, SL.6.6

Grade 6, UNIT 2 : Animal Allies

UNIT INTRODUCTION	Days 1 & 2	Unit Video: People of the Horse: Special Bond Discuss It: Discuss It Is the relationship between animals and people truly a special bond?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative/Explanatory text Launch Text: Reading Buddies (Lexile 890)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor Text (Memoir): from My Life With the Chimpanzees by Jane Goodall Anchor Text (Historical Fiction): Hachiko: The True Story of a Loyal Dog by Pamela S. Turner	Performance-Based Assessment Task Write an Explanatory Essay Prompt: What qualities do Goodall and Turner believe people and animals share? Language Development: Conventions W.6.2, W.6.2.a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10, L.6.1, L.6.1.a, L.6.1.e	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How can people and animals relate to each other?	Unit Goals: TG p. 92 <ul style="list-style-type: none">Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.6.2, RI.6.2Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. W.6.2Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Ensure that pronouns are in the proper case. L.6.1.aEngage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations SL.6.5	
Standards Covered					
Reading Literary Text RL.6.2, RL.6.3, RL.6.5, RL.6.10	Reading Informational Text RI.6.1, RI.6.6, RI.6.10	Speaking & Listening SL.6.1.a-d, SL.6.4	Language L.6.2, L.6.2.a, L.6.2.b, L.6.4, L.6.4.b, L.6.4.d, L.6.5, L.6.5.b	Writing W.6.2.a-d, W.6.3, W.6.3.a, W.6.9, W.6.9.a	NOTES:

UNIT 2 Whole-Class Learning				GRADE 6		Animal Allies	
Making Meaning				Language Development		Effective Expression	
Days 4-10							
from My Life With Chimpanzees: TG p. 100-117	Close Read TG p. 101: Analyze first person narrative TG p. 102: mark the repetition of words that describe Dr. Goodall’s experience with the chimps after the first day TG p. 103: notice and highlight the details that tell me how the chimpanzees are responding to Dr. Goodall now TG p. 105: mark the punctuation that Dr. Goodall uses to describe her reaction to the news about the chimpanzee visit TG p. 106: Infer key ideas TG p. 108: notice and highlight the details that describe how the chimps looked and behaved TG p. 110: Analyze repetition RI.6.1, RI.6.6	Analyze the Text TG p. 112: <input type="checkbox"/> Make inferences <input type="checkbox"/> Speculate <input type="checkbox"/> Answer the Essential Question RI.6.1	Analyze Craft and Structure TG p. 113 Author’s Purpose Memoir RL.6.1, RI.6.6 , L.6.5.a	Concept Vocabulary and Word Study TG p. 114 Words used to describe the chimpanzees’ behavior: vanished miserable irritable threateningly impetuous dominate Latin suffix -able L.6.4, L.6.4.b, L.6.5, L.6.5.b	Conventions TG p. 115 Commas, Parentheses, and Dashes comma nonessential nonrestrictive element parentheses dashes L.6.2, L.6.2.a, PII.5	Writing to Sources TG p. 116 How-to Essay W.6.2, W.6.2.a-d	Speaking and Listening TG p. 117 Class Discussion SL.6.1, SL.6.1.a-d
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection							

Making Meaning				Language Development		Effective Expression	
Days 11-15							
Hachiko: TG p. 118-127	Close Read TG p. 119: notice and mark details that indicate Dr. Ueno’s age TG p. 120: Infer key ideas	Analyze the Text TG p. 122 <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 123 Historical Fiction Setting Conflict Theme	Concept Vocabulary and Word Study TG p. 124 Words that show how people act and react to one another: timidly anxious patiently thoughtfully silently Anglo-Saxon Suffix -ly	Conventions TG p. 125 Spelling and Capitalization irregular plurals capitalization	Writing to Sources TG p. 126 Story adaptation	Speaking and Listening TG p. 127 Partner discussion
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	RL.6.1, RL.6.2		RL.6.2, RL.6.3, RL.6.5	L.6.4, L.6.4.b,	L.6.2, L.6.2.b, L.6.5, L.6.5.b	W.6.3, W.6.3.a, W.6.9, W.6.9.a	SL.6.1, 5L.6.1.a-b, SL.6.4, W.6.7
Performance Task: Writing Focus							
Days 16-18							
TG p. 128-133 Write an Explanatory Essay Prompt: What qualities do Goodall and Turner believe people and animals share? Language Development: Conventions				Standards: W.6.2, W.6.2.a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10, L.6.1, L.6.1.a, L.6.1.e			

UNIT 2 Small-Group Learning			GRADE 6		Animal Allies	
Introduction Day 19						
<p>Poetry: <i>A Blessing</i> by James Wright</p> <p>Poetry: <i>Predators</i> by Linda Hogan</p> <p>Essay: <i>Monkey Master</i> by Waldemar Januszczak</p> <p>Short Story: <i>Black Cowboy, Wild Horses</i> by Julius Lester</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening</p> <p>Focus: Deliver an Informative Presentation</p> <p>Prompt: How can the bonds between people and animals be surprising?</p> <p>SL.6.4, SL.6.5, SL.6.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare<input type="checkbox"/> Participate Fully<input type="checkbox"/> Support Others<input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none">1) Discuss the Topic2) List Your Rules3) Apply the Rules4) Name your Group5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>How can people and animals relate to each other?</p>	<p>Unit Goals:</p> <p>TG p. 92</p> <ul style="list-style-type: none">• Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.6.2, RI.6.2• Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4• Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. W.6.2• Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7• Ensure that pronouns are in the proper case. L.6.1.a• Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1• Integrate audio, visuals, and text in presentations SL.6.5		
Standards Covered						
<p>Reading Literary Text</p> <p>RL.6.3, RL.6.4, RL.6.5, RL.6.10</p>	<p>Reading Informational Text</p> <p>RI.6.7, RI.6.10</p>	<p>Speaking & Listening</p> <p>SL.6.1, SL.6.1.b. SL.6.1.c, SL.6.4, SL.6.5</p>	<p>Language</p> <p>L.6.1, L.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d, L.6.5, L.6.5.c</p>	<p>Writing</p> <p>W.6.2, W.6.2.a, W.6.2.b, W.6.2.f, W.6.5, W.6.9, W.6.7, W.6.8, W.6.9.a</p>	<p>NOTES:</p>	

UNIT 2 Small-Group Learning			GRADE 6		Animal Allies	
Making Meaning			Language Development		NOTES:	
Days 20-21						
A Blessing: TG p. 138-143 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Analyze the Text TG p. 141 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question RL.6.1, SL.6.1, SL.6.4	Analyze Craft and Structure TG p. 142 Elements of Poetry: lyric poem sound devices repetition alliteration figurative language simile tone RL.6.4	Concept Vocabulary and Word Study TG p. 141 Words that relate to emotions: shyly loneliness blossom Multiple meaning words L.6.4, L.6.4.c	Conventions TG p. 143 Verbs and Verb Tenses verb action verb linking verb tense past tense present tense future tense L.6.1		

Making Meaning				Language Development	Effective Expression
Days 22-25					
Predators: TG p. 144-151 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Analyze the Text TG p. 147 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 148 Poetic Structures stanza line stanza structure two lines eight lines four lines six lines	Concept Vocabulary and Word Study TG p. 147 Words related to plants and gardening: wild cultivate domesticated Latin Root -dom-	Author’s Style TG p. 149 Word Choice and Tone Diction Denotation Connotations	Writing to Compare TG p. 150-151 Comparison-and-contrast essay
	RL.6.1, SL.6.1, SL.6.4	RL.6.5	L.6.4, L.6.4.b	RL.6.4, L.6.5, L.6.5.c	W.6.2, W.6.2.a-b, W.6.2.f, W.6.5, W.6.9, W.9.9.a, W.6.10

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Overview: Independent Learning

Days 33-34

TG p. 174-175, 176A-176F, 176-179

Select and read a story from selections available online:

- from The Wind in the Willows by Kenneth Grahame
- How the Camel Got His Hump from Just So Stories by Rudyard Kipling
- The Girl Who Gets Gifts From Birds by Katy Sewall
- Pet Therapy: How Animals and Humans Heal Each Other by Julie Rovner

Standards: RL.6.10, RI.6.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 180-183

Writing to Sources: Explanatory Essay

Prompt: How can animals and people help one another?

Speaking & Listening Outcome: Informative Presentation

Standards: W.6.2, W.6.10, SL.6.4, SL.6.6

GRADE 6, UNIT 3 : Modern Technology

UNIT INTRODUCTION	Days 1 & 2	Unit Video: Dog Receives Prosthetic Legs Made by 3-D Printer Discuss It: Discuss It How does modern technology help us solve problems in new ways?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: That's Not Progress! (Lexile 910)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

Anchor Text (Short Story): <i>Feathered Friend</i> by Arthur C. Clarke Anchor Text (Blog Post): <i>Teens and Technology Share a Future</i> by Stefan Etienne Anchor Text (Blog Post): <i>The Black Hole of Technology</i> by Leena Khan Media (Video): <i>The Internet of Things</i> by IBM Social Media	Performance-Based Assessment Task Write an Argument Prompt: Do electronic devices and online access really improve our lives? Language Development: Style, transitions W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question How is modern technology helpful and harmful to society?	Unit Goals: TG p. 186 <ul style="list-style-type: none"> • Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts. RL.6.6, RI.6.6 • Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 • Write an argument to support a claim with clear reasons and relevant evidence. W.6.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 • Use words, phrases, and clauses to clarify the relationships among claims and reasons. L.6.1 • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 • Integrate audio, visuals, and text in presentations. SL.6.5
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Standards Covered

Reading Literary Text RL.6.1, RL.6.2, RL.6.5, RL.6.10	Reading Informational Text RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9, RI.6.10	Speaking & Listening SL.6.2, SL.6.4, SL.6.5	Language L.6.1, L.6.2, L.6.2.a, L.6.4, L.6.4.b, L.6.5, L.6.5.a, L.6.6	Writing W.6.1, W.6.1.a-e, W.6.2, W.6.5, W.6.9, W.6.10	NOTES:
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UNIT 3 Whole-Class Learning				GRADE 6		Modern Technology	
Making Meaning				Language Development		Effective Expression	
Days 4-8							
Feathered Friend: TG p. 194-205	Close Read TG p. 195: Analyze description TG p. 196: notice and highlight the details that tell what the canary looks like and how it moves in the absence of gravity TG p. 197: Analyze first person narrative TG p. 198: Analyze irony	Analyze the Text TG p. 200: <input type="checkbox"/> Infer <input type="checkbox"/> Synthesize <input type="checkbox"/> Speculate <input type="checkbox"/> Evaluate	Analyze Craft and Structure TG p. 201 Determine Theme theme implied theme setting	Concept Vocabulary and Word Study TG p. 202 Words related to feelings of sadness, suffering, and regret: pathetically distressed mournfully apology lamented Greek root -path-	Conventions TG p. 203 Compound Words	Writing to Sources TG p. 204 Argumentative Essay	Speaking and Listening TG p. 205 Multimedia presentation
First Read Notice: Whom the story is about, what happens, where and when it happens and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	L.6.5	RL.6.1	RL.6.1, SL.6.2, RL.6.5	L.6.4, L.6.4.b	L.6.1, L.6.5	W.6.1.a–e, W.6.7	SL.6.4, SL.6.5, SL.6.6

Making Meaning			Language Development		NOTES:
Days 9-11					
Teens and Technology: TG p. 206-213	Close Read TG p. 207: notice and highlight the details that tell how difficult but rewarding it is to find information you’re looking for on the Internet TG p. 208: Analyze persuasive techniques	Analyze the Text TG p. 210 <input type="checkbox"/> Paraphrase <input type="checkbox"/> Speculate <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 211 Author’s Perspective: Argument argument claim perspective	Technical Vocabulary and Word Study TG p. 212 microchips trigonometry pixels Greek Suffix - metry	Conventions TG p. 213 Appositives and Appositive Phrases appositive appositive phrase
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check					
	RI.6.8	RI.6.1	RI.6.1, RI.6.5, RI.6.6	L.6.4, L.6.4.b	L.6.2

Making Meaning			Language Development		Effective Expression	
Days 12-14						
The Black Hole of Technology: TG p. 214-223	Close Read TG p. 215: Analyze repetition TG p. 216: Analyze characterization	Analyze the Text TG p. 218 <input type="checkbox"/> Analyze <input type="checkbox"/> Speculate <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 219 Persuasive Techniques claim repetition appeal to emotion appeal to reason	Concept Vocabulary and Word Study TG p. 220 Words that relate to eating and taking in nutrients: devouring absorbing process consumed digesting Multiple-Meaning Words	Conventions TG p. 221 Independent and Dependent Clauses clause independent clause dependent/subordinate clause relative clauses nonrestrictive	Writing to Sources TG p. 222-223 Argumentative Essay
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	RI.6.3	RI.6.1	RI.6.8, RI.6.8	RI.6.4, L.6.4, L.6.4.d	L.6.1, L.6.2, L.6.2.a	RI.6.8, RI.6.9, W.6.1, W.6.1.a-b, W.6.1.e, W.6.9, W.6.9.b

Making Meaning			Effective Expression		NOTES:
Day 15					
The Internet of Things: TG p. 224-227	Close Review TG p. 225: Analyze evidence	Analyze the Media TG p. 226 <input type="checkbox"/> Evaluate <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	Media Vocabulary TG p. 226 images or graphics animation audio voiceover narrator L.6.6	Writing to Compare TG p. 227 Objective Summary W.6.2	Speaking and Listening TG p. 227 Oral Report Fact Opinion Talking points SL.6.2, SL.6.4, SL.6.6
First Review Watch: Who speaks, what they say, and how they say it Note: Elements that you find interesting and want to revisit Connect: Details in the video to other videos or texts you’ve read, or images you’ve seen Respond: By completing the Comprehension Check					
Performance Task: Writing Focus					
Days 16-18					
TG p. 228-233 Write an Argument Prompt: Do electronic devices and online access really improve our lives? Language Development: Style, transitions				Standards: W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1	

UNIT 3 Small-Group Learning		GRADE 6		Modern Technology	
Introduction Day 19					
<p>Short Story: <i>The Fun They Had</i> by Isaac Asimov</p> <p>Blog Post: <i>Is Our Gain Also Our Loss?</i> By Cailin Loesch</p> <p>Media (Podcast): <i>Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone</i> by NPR</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening</p> <p>Focus: Deliver a Multimedia Presentation</p> <p>Prompt: Do the benefits of technology outweigh its disadvantages?</p> <p>W.6.1.a–b, W.6.7, SL.6.3, SL.6.4, SL.6.5</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare<input type="checkbox"/> Participate Fully<input type="checkbox"/> Support Others<input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none">1) Discuss the Topic2) List Your Rules3) Apply the Rules4) Name your Group5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>How is modern technology helpful and harmful to society?</p>	<p>Unit Goals:</p> <p>TG p. 186</p> <ul style="list-style-type: none">• Read and determine authors’ points of view and evaluate ideas expressed in both literary works and nonfiction texts. RL.6.6, RI.6.6• Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4• Write an argument to support a claim with clear reasons and relevant evidence.W.6.1• Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7• Use words, phrases, and clauses to clarify the relationships among claims and reasons. L.6.1• Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1• Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.6.2, RL.6.5, RL.6.10</p>	<p>Reading Informational Text</p> <p>RI.6.1, RI.6.3, RI.6.5, RI.6.10</p>	<p>Speaking & Listening</p> <p>SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.4, SL.6.5</p>	<p>Language</p> <p>L.6.1, L.6.4, L.6.4.a, L.6.4.b, L.6.6</p>	<p>Writing</p> <p>W.6.2, W.6.3, W.6.3.a, W.6.3.b, W.6.3.d,W.6.8</p>	<p>NOTES:</p>

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Overview: Independent Learning

Days 33-34

TG p. 262-263, 264A-264F, 265-267

Select and read a story from selections available online:

- 7-Year-Old Girl Gets New Hand From 3-D Printer by John Rogers
- Screen Time Can Mess With the Body's "Clock" by Andrew Bridges
- All Watched Over by Machines of Loving Grace by Richard Brautigan
- Sonnet, without Salmon by Sherman Alexie
- Teen Researchers Defend Media Multitasking by Sumathi Reddy

Standards: RL.6.10, RI.6.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 268-271

Writing to Sources: Argument

Prompt: Do we rely on technology too much?

Speaking and Listening Outcome: Oral Presentation

Standards: W.6.1, W.6.9, W.6.9.a-b, W.6.10, SL.6.4, SL.6.5

GRADE 6, UNIT 4 : Imagination

UNIT INTRODUCTION	Days 1 & 2	Unit Video: Yo Ho Ho and a Rubber Ducky Discuss It: Do you think children experience imaginative daydreams more than adults do?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Fictional Narrative Launch Text: The Great Universal Undo (Lexile 670)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor Text (Drama): <i>The Phantom Tollbooth, Act I</i> play by Susan Nanus, based on the book by Norton Juster Anchor Text (Drama): <i>The Phantom Tollbooth, Act II</i> play by Susan Nanus, based on the book by Norton Juster Multimedia: <i>from The Phantom Tollbooth</i>	Performance-Based Assessment Task Write a Fictional Narrative Prompt: One day in the Kingdom of Wisdom . . . Language Development: Conventions: Combining Sentences for variety W.6.3.a-e, W.6.4, W.6.5, W.6.10, SL.6.4, SL.6.6, L.6.3.a	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question Where can imagination lead?	Unit Goals: TG p. 274 <ul style="list-style-type: none">Read and analyze character and plot development. RL.6.3Expand Knowledge and use of academic and concept vocabulary. RL.6.4Write a fictional narrative as you develop imagined experiences or events using effective techniques. W.6.3Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Combine sentences for variety. L.6.1Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
Reading Literary Text RL.6.3, RL.6.5, RL.6.6, RL.6.10	Reading Informational Text RI.6.7	Speaking & Listening SL.6.2, SL.6.6	Language L.6.1, L.6.3, L.6.3.a, L.6.4, L.6.4.b, L.6.5, L.6.5.c, L.6.6	Writing W.6.2, W.6.2a, W.6.3, W.6.3.a-b	NOTES:

UNIT 4 Whole-Class Learning			GRADE 6		Imagination	
Making Meaning			Language Development		NOTES:	
Days 4-8						
Phantom Toll Booth, Act I: TG p. 282-311	Close Read TG p. 283: Analyze characters TG p. 285: notice and highlight expressions that mean quickly or fast TG p. 287: mark the pun, or play on words, that Whether Man makes about Expectations TG p. 288: 14 and 15, mark the that separates characters’ words TG p. 289: Analyze characters TG p. 290: Analyze dialogue TG p. 292: mark details that show to whom the characters are speaking TG p. 294: Analyze structure TG p. 296: notice and mark the works with hyphens TG p. 299: notice and highlight the words that the ministers use to identify their titles TG p. 302: notice and mark the words that they are seasoning for food TG p. 304: Understand Alliteration TG p. 306: Examine foreshadowing RL.6.3, RI.6.4, RL.6.5	Analyze the Text TG p. 308 <input type="checkbox"/> Interpret <input type="checkbox"/> Speculate <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Make inferences <input type="checkbox"/> Answer the Essential Question RL.6.1	Analyze Craft and Structure TG p. 309 Dramatic Structures RL.6.3, RL.6.5, RL.6.6	Concept Vocabulary and Word Study TG p. 310 Words related to Words relate to people’s level of knowledge and how they use their minds ignorance surmise presume speculate consideration misapprehension Denotation and Nuance L.6.4, L.6.5, L.6.5.c	Conventions TG p. 311 Sentence Parts and Types sentence simple subject complete subject simple predicate complete predicate compound subject L.6.1	
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection						

Making Meaning				Language Development		Effective Expression	
Days 9-14							
The Phantom Tollbooth, Act II: TG p. 312-345	Close Read TG p. 313: Examine setting TG p. 315: mark details that show what Dynne looks like and how he behaves TG p. 317: mark terms that identify different kinds of laughter TG p. 319: Analyze structure TG p. 321: mark the items the Mathemagician counts TG p. 323: Analyze characterization TG p. 324: notice and mark the stage directions that indicate the characters should speak directly to the audience TG p. 325: mark the ellipses, or punctuation that looks like three periods in a row TG p. 327: notice and highlight the single word “Blackout.” TG p. 329: Examine couplets TG p. 330: notice and highlight the details in the stage directions that tell about the passage of time TG p. 332: Analyze punctuation TG p. 334: mark the stage directions that describe the Senses Taker’s actions and their results TG p. 335: mark the word the playwright uses to refer to Milo, Tock, and Humbug TG p. 336: Analyze dialogue TG p. 338: Analyze theme	Analyze the Text TG p. 340 <input type="checkbox"/> Analyze <input type="checkbox"/> Deduce <input type="checkbox"/> Paraphrase <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 341 Stage Directions	Concept Vocabulary and Word Study TG p. 342 Words that relate to conflict, lack of trust, and feelings of doubt: suspiciously obstacle pessimistic malicious insincerity compromise Latin suffix -ity	Conventions TG p. 343 Sentence Structure clause independent main dependent subordinate	Writing to Sources TG p. 344 Narrative Retelling	Speaking and Listening TG p. 345 Dramatic Reading
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	RL.6.2, RL.6.3, RL.6.5	RL.6.1	RL.6.5	L.6.4, L.6.4.b	L.6.1, L.6.3, L.6.3.a	W.6.3, W.6.3.a-b	SL.6.1, SL.6.4, SL.6.6

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UNIT 4 Small-Group Learning			GRADE 6	Imagination	
Introduction Day 19					
Novel Excerpt: <i>from Alice’s Adventures in Wonderland</i> by Lewis Carroll Poetry: <i>Jabberwocky from Through the Looking-Glass</i> by Lewis Carroll Reflective Essay: <i>The Importance of Imagination</i> by Esha Chhabra	Performance-Based Assessment Task Speaking and Listening Focus: Perform a Fictional Narrative Prompt: When Alice finally gets through the tiny door... W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, SL.6.1, SL.6.1.b, SL.6.4, SL.6.5	Small-Group Learning Strategies: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question Where can imagination lead?	Unit Goals: TG p. 274 <ul style="list-style-type: none">Read and analyze character and plot development. RL.6.4Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4Write a fictional narrative as you develop imagined experiences or events using effective techniques. W.6.3Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Combine sentences for variety. L.6.1Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
Reading Literary Text RL.6.1, RL.6.3, RL.6.4, RL.6.10	Reading Informational Text RI.6.1, RI.6.2, RI.6.3, RI.6.10	Speaking & Listening SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.4, SL.6.5	Language L.6.1, L.6.1.c, L.6.1.d, L.6.1.e, L.6.2, L.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.5, L.6.5b	Writing W.6.2, W.6.2.a-c, W.6.5, W.6.7, W.6.8	NOTES:

Making Meaning				Language Development	Effective Expression	
Days 20-23						
from Alice’s Adventures in Wonderland TG p. 362-371	Close Read TG p. 365: Analyze characterization 					

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Making Meaning				Language Development	Effective Expression	
Days 27-30						
The Importance of Imagination: TG p. 380-387	Close Read	Analyze the Text TG p. 384 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 385 Author’s Influences author’s influences reflective essay central idea make inferences	Concept Vocabulary and Word Study TG p. 384 Words that have to do with limits parameters template model Greek Prefix: para-	Conventions TG p. 386 Pronoun-Antecedent Agreement pronoun antecedent agreement in number agreement in person clear/unclear antecedent	Writing to Sources: TG p. 387 Essay comparison-and-contrast essay cause-and-effect essay
First Read Notice: the general ideas of the text. What is it about? Who is involved Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection		RI.6.1, SL.6.1, SL.6.4	RI.6.2, RI.6.3	L.6.4, L.6.4.b	L.6.1, L.6.1.c-d	W.6.2, W.6.2.a–c, W.6.5
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 31-32						
TG p. 388-389 Perform a Fictional Narrative Prompt: When Alice finally gets through the tiny door...				Standards: W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, SL.6.1, SL.6.1.b, SL.6.4, SL.6.5		

Overview: Independent Learning	
Days 33-34	
<p>TG p. 390-391, 392A-392F, 392-395</p> <p>Select and read a story from selections available online:</p> <ul style="list-style-type: none"> • from The Wonderful Wizard of Oz by L. Frank Baum • Our Wreath of Rose Buds by Corrinne • Fantasy by Gwendolyn Bennett • The Shah of Blah from Haroun and the Sea of Stories by Salman Rushdie • Prince Francis by Roddy Doyle 	<p>Standards: RL.6.10</p>
End-of-Unit Performance-Based Assessment	
Days 35-36	
<p>TG p. 396-399</p> <p>Writing to Sources: Fictional Narrative</p> <p>Prompt: What might happen if a fictional character were to come into the real world?</p> <p>Speaking and Listening: Storytelling</p>	<p>Standards: W.6.3, W.6.4, W.6.10, SL.6.4, SL.6.6</p>

GRADE 6, UNIT 5 : Exploration					
UNIT INTRODUCTION	Days 1 & 2	Unit Video: Hang Son Doong Discuss It: Discuss It Why might explorers want to discover unknown places?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: What on Earth Is Left to Explore? (Lexile 950)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor Text (Memoir): from A Long Way Home by Saroo Brierley Media (Video): BBC Science Club: All About Exploration narrated by Dara Ó	Performance-Based Assessment Task Write an Argument Prompt: Can anyone be an explorer? Language Development: Conventions: Word Choice for Style and Tone W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.9.b, W.6.10, L.6.1.e, L.6.3.b	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What drives people to explore?	Unit Goals TG p. 444 <ul style="list-style-type: none">Evaluate written arguments by analyzing how authors state and support their claims. RI.6.8Expand knowledge and use of academic and thematic vocabulary. RI.6.4Write an essay in which you effectively incorporate the key elements of an argument. W.6.1Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Correct errors with verbs. L.6.1Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
Reading Literary Text	Reading Informational Text RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.10	Speaking & Listening SL.6.1, SL.6.1.a, SL.6.1.d, SL.6.2, SL.6.5	Language L.6.4, L.6.4.b, L.6.10	Writing W.6.1, W.6.1.a-e, W.6.2, W.6.2.b, W.6.7	NOTES:

UNIT 5 Whole-Class Learning				GRADE 6		Exploration	
Making Meaning				Language Development		Effective Expression	
Days 4-12							
from A Long Way Home: TG p. 410-429	Close Read TG p. 412: Analyze first person narrative TG p. 413: I notice and mark two things that are being compared: the train lines and something that isn’t made by humans and appears in the natural world. TG p. 415: notice and mark two things that are being compared using the word like TG p. 417: notice and mark words that show when the author was at his computer searching for his hometown. TG p. 419: Analyze description TG p. 420: mark the words the author emphasizes with italics. TG p. 421: notice and mark the words that show Brierley’s reaction to the image on his screen	Analyze the Text TG p. 424 <input type="checkbox"/> Connect <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 425 Central Ideas: Autobiographical Writing	Concept Vocabulary and Word Study TG p. 426 Words that relate to the idea of searching or exploring deliberate thorough intensity quest obsessive relentlessly Latin Suffix: -ive	Author’s Style TG p. 427 Word Choice and Mood	Writing to Sources TG p. 428 Write an argument	Speaking and Listening TG p. 429 Create an annotated map
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	L.6.1, L.6.5	RL.6.1	RI.6.2, RI.6.5	L.6.4, L.6.4.b	RI.6.3	W.6.3.a-e	SL.6.1. c-d, SL.6.2, SL.6.5

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UNIT 5 Small-Group Learning			GRADE 6	Exploration	
Introduction Day 19					
News Article: <i>Mission Twinpossible</i> TIME For Kids Epic Retelling: <i>from Tales From the Odyssey</i> by Mary Pope Osborne Blog: <i>To the Top of Everest</i> by Samantha Larson Media (Graphic Novel): <i>from Lewis & Clark</i> by Nick Bertozzi	Performance-Based Assessment Task Speaking and Listening Focus: Present an Advertisement Prompt: Why should we explore new frontiers? W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6	Small-Group Learning Strategies: <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify Working as a Team 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What drives people to explore?	Unit Goals TG p. 444 <ul style="list-style-type: none">Evaluate written arguments by analyzing how authors state and support their claims. RI.6.8Expand knowledge and use of academic and thematic vocabulary. RL.6.4, RI.6.4Write an essay in which you effectively incorporate the key elements of an argument. W.6.1Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7Correct errors with verbs. L.6.1Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1Integrate audio, visuals, and text in presentations. SL.6.5	
Standards Covered					
Reading Literary Text RL.6.2, RL.6.4, RL.6.5, RL.6.10	Reading Informational Text RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7, RI.6.9, RI.6.10	Speaking & Listening SL.6.2, SL.6.5	Language L.6.1, L.6.4, L.6.4.a-d, L.6.5, L.6.5.b, L.6.6	Writing W.6.2, W.6.2.a-c, W.6.7, W.6.8, W.6.9, W.6.9.a	NOTES:

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Making Meaning			Language Development		NOTES:
Days 23-25					
from Tales From the Odyssey: TG p. 452-461 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 453: Analyze Conflict TG p. 455: Infer key ideas TG p. 456: Analyze suspense TG p. 457: Analyze character	Analyze the Text TG p. 459 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Concept Vocabulary and Word Study TG p. 459 Words that relate to the goddess Athena in some way and the revenge she takes on Odysseus and his men: Invaded violent offended wrath Latin Root: -vad-	Analyze Craft and Structure TG p. 460 Universal Theme epic	Conventions TG p. 461 Participial and Gerund Phrases participial phrase gerund gerund phrase
	RL.6.1, RL.6.2, RL.6.3, RL.6.5	RL.6.1, SL.6.1, SL.6.4	L.6.4, L.6.4.b	RL.6.2, RL.6.5	L.6.1

Making Meaning				Language Development	Effective Expression
Days 26-27					
To the Top of Everest: TG p. 462-475	Close Read TG p. 466: Analyze Conflict with nature TG p. 469: Analyze descriptive language	Analyze the Text TG p. 471 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Concept Vocabulary and Word Study TG p. 471 Words describe the difficult trip that Larson and the group take. expedition trek journeys destination Latin Root: -ped-	Analyze Craft and Structure TG p. 472: Central Idea	Conventions TG p. 473 Subject Complements subject complement predicate nominative predicate adjective
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RI.6.3, RI.6.5	RI.6.1, SL.6.1, SL.6.4	L.6.4, L.6.4.b-d	RI.6.2, RI.6.3	L.6.1
					W.6.2.a-c, W.6.5, W.6.9.b

Making Meaning				Effective Expression	NOTES:
Days 28-30					
from Lewis & Clark: TG p. 476-483 First Review Look: at each image and determine whom or what it portrays Note: elements in each image that you find interesting and want to revisit Connect: details in the images to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check	Close Review TG p. 477: Analyze the image TG p. 478: Analyze the image TG p. 481: Analyze the image	Analyze the Media TG p. 482 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question RI.6.1, SL.6.1, SL.6.4		Media Vocabulary TG p. 482 penciler inker letterer L.6.1	Research: TG p. 483 Create an annotated timeline RI.6.7, W.6.7, W.6.8, SL.6.2, SL.6.4, SL.6.5
Small-Group Learning Performance Task: Speaking and Listening Focus					
Days 31-32					
TG p. 484-485 Perform an Advertisement Prompt: Why should we explore new frontiers?				Standards: W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6	

Overview: Independent Learning

Days 33-34

TG p. 486-487, 488A-488F, 488-491

Select and read a story from selections available online:

- Mars Can Wait. Oceans Can't. by Amitai Etzioni
- from Shipwreck at the Bottom of the World by Jennifer Armstrong
- from Sacajawea by Joseph Bruchac
- The Legacy of Arctic Explorer Matthew Henson by James Mills
- Should NASA Pay Companies to Fly Astronauts to the International Space Station? TIME For Kids
- Should Polar Tourism Be Allowed? by Emily Goldberg

Standards: RL.6.10, RI.6.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 492-495

Writing to Sources: Argument

Prompt: should kids today be encouraged to become explorers?

Speaking and Listening: Speech

Standards: W.6.1, W.6.4, L.6.3.b, SL.6.4, SL.6.6