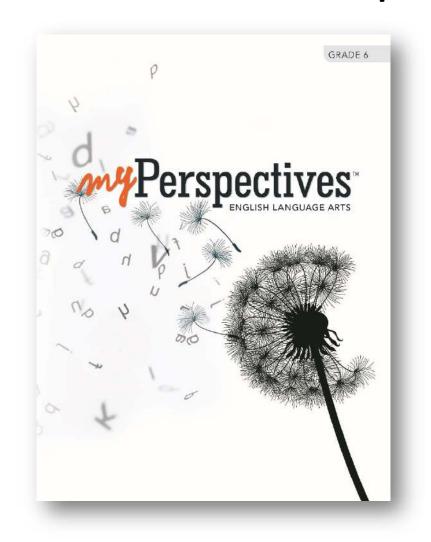


Grade 6 Curriculum Map







GRADE 6, UNIT 1	: Childhood										
UNIT INTRODUCTION	Days 1 & 2	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)							
	WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3										
Anchor Text (Memoir in Verse): from Brown Girl Dreaming by Jacqueline Woodson Media (Comic Strip): Gallery of Calvin and Hobbes Comics 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: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What are some of the challenges and triumphs of growing up?	points of view in dif Expand Knowledge concept vocabulary Write a nonfiction redevelop experience techniques effective Conduct research prexplore a topic and Correctly use commouns in writing and Use word choice, see to develop your void Engage in collaborar	arrative in which you so or events using narrative ely. W.6.3 rojects of various lengths to clarify meaning. W.6.7 on, proper, and possessive dipresentations. L.6.1 intence structures, and tone ce in your writing. L.6.3 tive discussions, build on the express your own ideas uals, and text in						
	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:						





	UNIT 1 Whole-Cl	ass Learning	GR	ADE 6		Childhood	
	Making Mea	ning		Language	Development	Effective Ex	pression
			Days 4	-14			
from Brown Girl	Close Read	Analyze the Text	Analyze Craft	Concept	Conventions	Writing to Sources	Speaking and
Dreaming:	TG p. 13: Analyze line	TG p. 20	and Structure	Vocabulary and	TG p. 23	TG p. 24	Listening
TG p. 12-25	breaks	□ Make	TG p. 21	Word Study	Common, Proper,	Poem	TG p. 25
First Read	TG p. 13: Mark words	inferences	Memoir and	TG p. 22	and Possessive		Partner
Notice: Whom the	that reveal narrator's	□ Speculate	Poetry		Nouns		discussion
story is about, what	feelings	□ Make a		Words that appeal			
happens, where and	TG p. 15: mark the	Judgment		to the senses:	noun		
when it happens and	words that are	☐ Answer the			common noun		
why those involved	repeated in lines 5–7.	Essential		squish	proper noun		
react as they do	TG p. 16: Mark words	Question		humming	possessive nouns		
Annotate: Mark	that indicate the exact			twist			
vocabulary and key	words of Woodson			twirl			
passages to revisit	and her sister in lines			shushes			
Connect: Ideas	9–23 of			feathery			
within selection to	"sometimes."						
what you already	TG p. 17: Mark details			Onomatopoeia			
know and have read	in lines 15–23 of						
Respond: Complete	"uncle robert" that						
Comprehension	show what the poet is						
check and write a	thinking.						
storyboard of the	TG p. 18: notice						
selection	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						
						W.6.3, W.6.3.b	SL.6.1,
	RL.6.4, RL.6.5		RI.6.5, RI.6.6	RL.6.4, L.6.5	L.6.2, L.6.3	W.6.3.b, W.6.3.d,	SL.6.1.a-d
						W.6.9, W.6.9.a	





	Making M	eaning	Language Development	Effective Expression
		Day	/ 15	
Gallery of Calvin	Close Read	Analyze the Media	Media Vocabulary	Research and Discuss
and Hobbes	TG p. 27: Interpret	TG p. 30	TG p. 30	TG p. 31
Comics:	images	☐ Make inferences and support		Class Discussion
TG p. 26-31	TG p. 28: Analyze	☐ Speculate	panel	
First Review	character	☐ Draw conclusions	encapsulation	
Look: at each		☐ Answer the Essential Question	speech balloon	
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	RL.6.3	RL.6.1	L.6.5, L.6.5.b	W.6.7, SL.6.1.a-d, SL.6.2
Comprehension				
check				
Performance Task: \	Writing Focus			
		Days	16-18	
TG p. 32-37			Standards: W.6.3, W.6.3.a-e, W.6.4, W.6	5.5, W.6.6, L.6.3, L.6.3.a
Write a Nonfiction N	Narrative			
Prompt: When did y	ou have to use your ima	gination to find another way to do		
something?				
Language Developm	nent: Author's Style: Voic	e		





UNIT	1 Small-Group Learning		GRADE 6	Chil	dhood
	·	Introduction	Day 19		
Public Document: Declaration of the Rights of the Child The United Nations General Assembly Magazine Article: Michaela DePrince: The War Orphan Who Became a Ballerina by William Kremer Memoir: from Bad Boy by Walter Dean Myers Poetry: I Was a Skinny Tomboy Kid 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:	Essential Question What are some of the challenges and triumphs of growing up?	points of view in d RL.6.6, RI.6.6 Expand Knowledge concept vocabular Write a nonfiction develop experienc techniques effectiv Conduct research p to explore a topic a Correctly use compossessive nouns i presentations. L.6. Use word choice, s tone to develop you L.6.3 Engage in collabora	narrative in which you es or events using narrative yely. W.6.2 projects of various lengths and clarify meaning. W.6.7 mon, proper, and n writing and 1 entence structures, and pur voice in your writing. ative discussions, build on and express your own 1 suals, and text in
		Standards Co	overed		
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, RL.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 Learr	ing	GRADE 6		Childhood				
	Making	g Meaning		Language Development	Effective Expression				
Days 20-22									
Rights of a Child	Analyze the Text	Analyze Craft and	Concept Vocabulary and	Conventions	Writing to Sources				
TG p. 42-49	TG p. 46	Structure	Word Study	TG p. 48	TG p. 49				
First Read	☐ Review and Clarify	TG p. 47	TG p. 46	Pronoun Case	Informational article, essay				
Notice: The	☐ Present and Discuss	Development of Ideas	Words related to laws and						
general ideas of	☐ Answer the Essential		rights:	pronoun					
the text. What is it	Question			pronoun case					
about? Who is			entitled	nominative (or)					
involved?			enactment	subjective case					
Annotate: Mark			compulsory	objective case					
vocabulary and key				possessive case					
passages to revisit			Latin root						
Connect: Ideas			-puls-						
within selection to									
what you already									
know and have									
read									
Respond:									
Complete									
Comprehension									
check									
		DI 6.2 DI 6.5			W.C.2				
	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				





		Making Meaning			Language Development	Effective Expression			
Days 23-25									
Michaela	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Speaking and Listening:			
DePrince:	TG p. 51: Sequence of	TG p. 56	Structure	Vocabulary and	TG p. 58	TG p. 59			
TG p. 50-59	events	☐ Review and	TG p. 57	Word Study	Reflexive and	Oral presentation			
irst Read		Clarify	Biographical	TG p. 56	Intensive Pronouns				
Notice: the general		☐ Present and	Writing			personality profile			
deas of the text.		Discuss		Words that relate	reflexive pronoun	Informative report			
What is it about?		☐ Answer the	narrative	to difficulties or to	intensive pronoun				
Who is involved?		Essential	nonfiction	difficult situations,					
Annotate: Mark		Question	direct quotations	such as war:					
ocabulary and key									
assages to revisit				antagonism					
Connect: ideas				refugee					
vithin selection to				distraught					
vhat you already									
now and have				Synonyms and					
ead				Antonyms					
espond:									
Complete									
Comprehension									
heck and writing a									
rief summary of									
he selection									
	RI.6.5	RI.6.1, SL.6.1,	RI.6.3, RI.6.5	L.6.4, L.6.4.c,	L.6.1, L.6.1.b	SL.6.1, SL.6.4, PI.1			
		SL.6.4		L.6.4.d, L.6.5,					
				L.6.5.b					





		Language Development	NOTES:						
Days 26-27									
from Bad Boy:	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Author's Style				
TG p. 60-67	TG p. 63: Analyze	TG p. 65	Structure	TG p. 65	TG p. 67				
First Read	details		TG p. 66		Adjectives and				
Notice: the		☐ Review and	Central Idea	Words that convey	Adverbs				
general ideas of		Clarify		states of mind, or					
the text. What is		Present and	Author's purpose	attitudes, of	adjective				
it about?		Discuss		different kinds and	adverb				
Who is involved?		□ Post your		intensities:					
Annotate: Mark		work							
vocabulary and				respected					
key passages to				desperate					
revisit				disgusted					
Connect: ideas									
within selection									
to what you				Latin root					
already know				-spec-					
and have read									
Respond:									
Complete									
Comprehension									
check and									
writing a brief									
summary of the									
selection									
	RI.6.2	RI.6.1, SL.6.1,	RI.6.1, RI.6.2, RI.6.5		L.6.1				
		SL.6.4		L.6.4, L.6.4.c, L.6.4.b					





		Making Meaning	g		Language Development	Effective Expression
			Days 28-	30		
I Was a Skinny	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Author's Style	Writing to Compare
Tomboy Kid	TG p. 69: Analyze	TG p. 73	Structure	TG p. 73	TG p. 75	TG p. 76-77
TG p. 68-77	character		TG p. 74		Figurative Language	compare-and-contrast essay
First Read		Review and	Figurative Language:	Words that convey		
Notice: who or what		Clarify	Symbol	feelings or states of	simile	
is "speaking" the		Present and	Central Symbol	being:	metaphor	
poem and whether		Discuss			personification	
the poem tells a		☐ Post your		clenched		
story or describes a		work		stubborn		
single moment.				tenseness		
Annotate: Mark						
vocabulary and key				Anglo-Saxon Suffix -		
passages to revisit				ness		
Connect: Ideas						
within selection to						
what you already						
know and have read						
Respond: Complete						
Comprehension						
check and writing a						
brief summary of the						
poem						
	RL.6.3	RI.6.1, SL.6.1,	RL.6.1, RL.6.2, RL.6.4,	L.6.4, L.6.4.b	L.6.5,L.6.5.a, Pl.8	RL.6.9, RI.6.9, W.6.2, W.6.2.a-c,
		SL.6.4				W.6.9, W.6.9.a-b, L.6.1, L.6.1.b
Small-Group Learning	Performance Task: S	Speaking and Listenia	ng Focus			
		, , , , , , , , , , , , , , , , , , , ,	Days 30-	32		
TG p. 78-79				Standards: SL.4, SL.5, S	SL.6	
Present a Retelling				, , , ,		
Prompt: Deliver a rete	lling of the childhood	l challenges presente	ed in either the			
magazine article, the n	•	• .				
5 ,	1 /					





Overview: Independent Learning								
Days 33-34								
TG p. 80-81, 82A-82F, 82-85	Standards: RL.6.10, Rl.6.10							
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								

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)	
	W	HOLE-CLASS LEARNING: Introd	duce Whole-Class Learnin	g 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: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question How can people and animals relate to each other?	 Unit Goals: TG p. 92 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 C	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 NOTES: W.6.2.a-d, W.6.3, W.6.3.a, W.6.9, W.6.9.a	





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





	Making I	Meaning		Language	Development	Effective Expression	
			Days :	11-15			
Hachiko:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and
TG p. 118-127	TG p. 119: notice	TG p. 122	Structure	Vocabulary and	TG p. 125	TG p. 126	Listening
First Read	and mark details	□ Interpret	TG p. 123	Word Study	Spelling and	Story adaptation	TG p. 127
Notice: whom the	that indicate Dr.	□ Compare and	Historical Fiction	TG p. 124	Capitalization		Partner
story is about, what	Ueno's	contrast					discussion
happens, where	age	Answer the	Setting	Words that show	irregular plurals		
and when it	TG p. 120: Infer	Essential	Conflict	how people act	capitalization		
happens, and	key ideas	Question	Theme	and react to one			
why those involved				another:			
react as							
they do				timidly			
Annotate: By				anxious			
marking vocabulary				patiently			
and key passages				thoughtfully			
you want to revisit				silently			
Connect: Ideas							
within selection to				Anglo-Saxon Suffix			
what you already				-ly			
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,	L.6.4, L.6.4.b,	L.6.2, L.6.2.b, L.6.5,	W.6.3, W.6.3.a,	SL.6.1,
	,		RL.6.5		L.6.5.b	W.6.9, W.6.9.a	5L.6.1.a-b,
					1.0.0.0	111010, 11101010	SL.6.4, W.6.7
Performance Task: W	/riting Focus						Calculations
			Days 1	16-18			
TG p. 128-133			•	Standards: W.6.2, W	.6.2.a-f, W.6.4, W.6.5, \	N.6.6, W.6.7, W.6.8, W	.6.10, L.6.1,
Write an Explanatory	Essay			L.6.1.a, L.6.1.e	,	. ,	
Prompt: What qualitie	•	rner believe people ar	nd animals share?				
Language Developme		, , , , ,					
5 :0:							





UNIT 2 Sma	all-Group Learning		GRADE 6	A	nimal Allies
		Introduction	Day 19		
Poetry: A Blessing by James Wright Poetry: Predators by Linda Hogan Essay: Monkey Master by Waldemar Januszczak Short Story: Black Cowboy, Wild Horses by Julius Lester	Performance-Based Assessment Task Speaking and Listening Focus: Deliver an Informative Presentation Prompt: How can the bonds between people and animals be surprising? SL.6.4, SL.6.5, SL.6.6	Small-Group Learning Strategies:	Essential Question How can people and animals relate to each other?	and language in li texts, including he different genres e RI.6.2 Expand Knowledg and concept voca Write an explanar examine a topic a concepts, and infe Conduct research lengths to explore meaning. W.6.7 Ensure that prono case. L.6.1.a Engage in collabo on the ideas of ot own ideas clearly	ormation. W.6.2 In projects of various is a topic and clarify ouns are in the proper arative discussions, build thers, and express your a. SL.6.1 Visuals, and text in
		Standards Co	overed		
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:
RL.6.3, RL.6.4, RL.6.5,	Text	SL.6.1, SL.6.1.b. SL.6.1.c, SL.6.4,	L.6.1, L.6.4, L.6.4.a,	W.6.2, W.6.2.a, W.6.2.b,	
RL.6.10	RI.6.7, RI.6.10	SL.6.5	L.6.4.b, L.6.4.c, L.6.4.d,	W.6.2.f, W.6.5, W.6.9,	
			L.6.5, L.6.5.c	W.6.7, W.6.8, W.6.9.a	





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





	Mak	Language Development	Effective Expression		
		Day	ıs 22-25		
Predators:	Analyze the Text	Analyze Craft and Structure	Concept Vocabulary	Author's Style	Writing to Compare
TG p. 144-151	TG p. 147	TG p. 148	and Word Study	TG p. 149	TG p. 150-151
First Read	☐ Review and Clarify	Poetic Structures	TG p. 147	Word Choice and	Comparison-and-contrast essay
Notice: who or	□ Present and Discuss		Words related to	Tone	
what is "speaking"	☐ Answer the Essential	stanza	plants and gardening:		
the poem and	Question	line		Diction	
whether the poem		stanza structure	wild	Denotation	
tells a story or		two lines	cultivate	Connotations	
describes a single		eight lines	domesticated		
moment		four lines			
Annotate: Mark		six lines	Latin Root -dom-		
vocabulary and key					
passages to revisit					
Connect: Ideas					
within selection to					
what you already					
know and have					
read					
Respond:					
Complete					
Comprehension					
check					
	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.
					W.6.9, W.9.9.a, W.6.10





	Ma	king Meaning		Effective Expression	NOTES:
		Days	s 26-27		
Monkey Master: TG p. 152-161 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 write a brief summary of the selection	Close Read TG p. 153: Analyze opinion TG p. 154: Analyze simile TG p. 157: Interpret quotation	Analyze the Text TG p. 160 Review and Clarify Present and Discuss Answer the Essential Question	Concept Vocabulary and Word Study TG p. 160 Words that have to do with art or the critique of art: purist aesthetic abstract	Research and Discuss TG p. 161 Comparison-and- contrast essay	
	RI.6.4, RI.6.8	RI.6.1, RI.6.7, SL.6.1, SL.6.4		W.6.7, W.6.8, SL.6.1, SL.6.1.c	





	M	laking Meaning			Language Development	Effective Expression
			Days 2	28-30		
Black Cowboy, Wild Horses: TG p. 162-171 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	Close Read TG p. 163: Understand Figurative language TG p. 165: Analyze conflict	Analyze the Text TG p. 168 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 169 Plot plot exposition conflict rising action climax falling action resolution	Concept Vocabulary and Word Study TG p. 168 Words that describe movement: milled skittered quivering Multiple-meaning words	Conventions TG p. 170 Perfect Tenses of Verbs perfect tense present perfect past perfect future perfect	Speaking and Listening TG p. 171 Informative multimedia presentation
	RL.6.3, RL.6.4	RL.6.1, SL.6.2, SL.6.4	RI.6.3	L.6.4	L.6.1	W.6.7, W.6.8, SL.6.1, SL.6.4, SL.6.5, SL.6.6
Small-Group Learnin	g Performance Task: Speal	king and Listening Fo	cus			
Comp acum		g said alotoimig i o	Days 3	31-32		
TG p. 172-173 Deliver an Informativ Prompt: How can the	ve Presentation e bonds between people an	d animals be surprisi	·	Standards: SL.6.1, SL.	6.4, SL.6.5, SL.6.6	





Overview: Independent Learning									
Days 33-34									
TG p. 174-175, 176A-176F, 176-179	Standards: RL.6.10, RI.6.10								
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									

Days 35-36							
TG p. 180-183	Standards: W.6.2, W.6.10, SL.6.4, SL.6.6						
Writing to Sources: Explanatory Essay							
Prompt: How can animals and people help one another?							
Speaking & Listening Outcome: Informative Presentation							





UNIT INTRODUCTION	Days 1 & 2	Unit Video: Dog Receives Prosthetic L Made by 3-D Printer Discuss It: Discuss It How does moder problems in new ways?	Unit Goals: Reading, Wri Language, Speaking & Lis Academic Vocabulary: A Launch Text: That's Not	tening rgument		
		WHOLE-CLASS LEARNING: Intro	oduce Whole-Class Learning Day	3		
Anchor Text (Short Story): Feathered Friend by Arthur C. Clarke Anchor Text (Blog Post): Teens and Technology Share a Future by Stefan Etienne Anchor Text (Blog Post): The Black Hole of Technology by Leena Khan Media (Video): The Internet of Things 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: □ Listen Actively □ Clarify by asking questions □ Monitor Understanding □ Interact and Share ideas Essential Question How is modern technology helpful and harmful to society?		 Unit Goals: TG p. 186 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	•		
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:	





UNIT 3	3 Whole-Class Learnin	ng	GR	ADE 6		Modern Technolo	gy		
	Making Mea	ning		Language Development			pression		
Days 4-8									
Feathered Friend:	Close Read	Analyze the	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and		
TG p. 194-205	TG p. 195: Analyze	Text	Structure	Vocabulary and	TG p. 203	TG p. 204	Listening		
First Read	description	TG p. 200:	TG p. 201	Word Study	Compound Words		TG p. 205		
Notice: Whom the	TG p. 196: notice and	□ Infer	Determine Theme	TG p. 202		Argumentative	Multimedia		
story is about,	highlight the details	☐ Synthesize		Words related to		Essay	presentation		
what happens,	that tell what the	☐ Speculate	theme	feelings of					
where and when it	canary	□ Evaluate	implied theme	sadness, suffering,					
happens and why	looks like and how it		setting	and regret:					
those involved	moves in the absence								
react as they do	of gravity			pathetically					
Annotate: Mark	TG p. 197: Analyze first			distressed					
vocabulary and key	person narrative			mournfully					
passages to revisit	TG p. 198: Analyze irony			apology					
Connect: Ideas				lamented					
within selection to									
what you already				Greek root -path-					
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 Mea	ning		Language	e Development	NOTES:
			Days 9	-11		
Teens and Technology: TG p. 206-213	Close Read TG p. 207: notice and highlight the details	Analyze the Text TG p. 210	Analyze Craft and Structure TG p. 211	Technical Vocabulary and Word Study	Conventions TG p. 213 Appositives and	
First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark	that tell how difficult but rewarding it is to find information you're looking for on the Internet TG p. 208: Analyze	☐ Paraphrase ☐ Speculate ☐ Interpret ☐ Answer the Essential Question	Author's Perspective: Argument argument claim	TG p. 212 microchips trigonometry pixels Greek Suffix -	Appositive Phrases appositive appositive phrase	
vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension	persuasive techniques		perspective	metry		
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 Mea	ning		Language I	Development	Effective Expression
			Days 12	-14		
The Black Hole of Technology: TG p. 214-223 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	Close Read TG p. 215: Analyze repetition TG p. 216: Analyze characterization	Analyze the Text TG p. 218 Analyze Speculate 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/subordin ate clause relative clauses nonrestrictive	Writing to Sources TG p. 222-223 Argumentative Essay
	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 N	leaning		Effective	Expression	NOTES:
			Da	ay 15	<u> </u>	
The Internet of	Close Review	Analyze the	Media	Writing to	Speaking and	
Things:	TG p. 225: Analyze	Media	Vocabulary	Compare	Listening	
TG p. 224-227	evidence	TG p. 226	TG p. 226	TG p. 227	TG p. 227	
First Review		□ Evaluate	images or	Objective Summary	Oral Report	
Watch: Who		□ Analyze	graphics			
speaks, what they		☐ Interpret	animation		Fact	
say, and how they		☐ Answer the	audio		Opinion	
say it		Essential	voiceover		Talking points	
Note: Elements		Question	narrator			
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			L.6.6	W.6.2	SL.6.2, SL.6.4, SL.6.6	
Comprehension						
Check						
Performance Task: V	Vriting Focus					
			Day	s 16-18		
TG p. 228-233				Standards: W.6.1, W	7.6.1.a-e, W.6.5, W. 6.6, W	7.6.7, W.6.8, W.6.9, W.6.9.a-b,
Write an Argument				W.6.10, L.6.1		
Prompt: Do electron	ic devices and online acc	ess really improve ou	r lives?			
Language Developm	ent: Style, transitions					
Language Developing	ciic. Style, transitions					





UNIT 3 Sm	all-Group Learning	GF	RADE 6	Modern	Technology
		Introduction	Day 19		
Short Story: The Fun They Had by Isaac Asimov Blog Post: Is Our Gain Also Our Loss? By Cailin Loesch Media (Podcast): Bored and Brilliant? A Challenge to Disconnect From Your Phone by NPR	Performance-Based Assessment Task Speaking and Listening Focus: Deliver a Multimedia Presentation Prompt: Do the benefits of technology outweigh its disadvantages? W.6.1.a-b, W.6.7, SL.6.3, SL.6.4, SL.6.5	Small-Group Learning Strategies:	Essential Question How is modern technology helpful and harmful to society?	 and evaluate ideas works and nonficting to expand Knowledge concept vocabular Write an argument clear reasons and Conduct research to explore a topic of the explore a topic of the explore and to explore a topic of the explore at topic of the explore at the explore at topic of the explore at the explorement of the explorement of	t to support a claim with relevant evidence. W.6.1 projects of various lengths and clarify meaning. W.6.7 s, and clauses to clarify the ng claims and reasons. L.6.1 ative discussions, build on s, and express your own 1 suals, and text in
1		Standards (Covered	<u>'</u>	
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:
RL.6.2, RL.6.5, RL.6.10	Text RI.6.1, RI.6.3, RI.6.5,	SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.4, SL.6.5	L.6.1, L.6.4, L.6.4.a, L.6.4.b, L.6.6	W.6.2, W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, W.6.8	





	3 Small-Group Lea	11111116	GR	ADE 6		Modern Technology
		Making Meaning			Language Development	Effective Expression
			Days 20	0-25		
The Fun They Had:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources
TG p. 238-247	TG p. 239: Analyze	TG p. 244	Structure	Vocabulary and	TG p. 245	TG p. 246-247
First Read	narrator	□ Review and	TG p. 245	Word Study	Action Verbs and	Dialogue
Notice: Whom the		Clarify	Science Fiction	TG p. 244	Linking Verbs	
story is about,		Present and	Writing	Words used to		scene with dialogue
what happens,		Discuss		describe an	Verb	
where and when it		☐ Answer the	themes	attitude or	Action verb	
happens, and why		Essential		behavior:	Linking verb	
those involved		Question				
react as they do				loftily		
Annotate: Mark				sorrowfully		
vocabulary and key				nonchalantly		
passages to revisit						
Connect: Ideas				Anglo-Saxon Suffix		
within selection to				-ful		
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check by writing a						
brief summary of						
the selection	RL.6.6	RL.6.1, SL.6.1,	RL.6.2, RL.6.5	L.6.4, L.6.4.b	L.6.1	W.6.3, W.6.3.a, W.6.3.b,
		SL.6.4				W.6.3.d, W.6.5





Is our Gain Also					Development							
Is our Gain Also	al	Days 26-28										
	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Speaking and Listening						
our Loss?:	TG p. 249: Analyze	TG p. 252	Structure	Vocabulary and	TG p. 254	TG p. 255						
TG p. 248-255	anecdotes	☐ Review and	TG p. 253	Word Study	Comparative and	Group Discussion						
First Read		Clarify	Development of	TG p. 252	Superlative Degrees:							
Notice: General		☐ Present and	Ideas: Reflective	Words related to								
ideas of the text.		Discuss	Writing	time conditions:	Adjective							
What is it about?		☐ Answer the			Adverb							
Who is involved?		Essential		gradually	Comparative degree							
Annotate: Mark		Question		nostalgic	Superlative degree							
vocabulary and key				continuation								
passages to revisit												
Connect: Ideas				Latin suffix -ation								
within selection to												
what you already												
know and have												
read												
Respond:												
Complete												
Comprehension												
check and writing a												
brief summary of												
the selection												
	RI.6.4	RI.6.1, SL.6.1,	RI.6.1, RI.6.3,	L.6.4, L.6.4.b	L.6.1	SL.6.1, SL.6.1.a-b						
		SL.6.4	RI.6.5									





	Ma	king Meaning		Effective Express	sion NOTI	ES:
		-	Days 29-	30		
Boredand Brilliant?: TG p. 255-259 First Review Listen: and note who is speaking, what they're saying, and how they're saying it Note: Elements that you find interesting and want to revisit Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check	Close Review TG p. 257: Analyze evidence	Analyze the Media TG p. 258 Present and Discuss Review and Synthesize Answer the Essential Question RI.6.1, SL.6.1, SL.6.4	Concept Vocab TG p. 258 podcast host interview	Research: TG p. 259 Research: Multimedia Show, Brochure W.6.2, W.6.8, SL.6.4, S		
				SL.6.6		
Small-Group Learnin	g Performance Task: S	peaking and Listening Focus				
			Days 31-			
TG p. 260-261 Deliver a Multimedia Prompt: Do the bene		eigh its disadvantages?		Standards: W.6.1.a–b, W.6.7, SL.6.	3, SL.6.4, SL.6.5	





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						

Davs 35-36							
	Days 33-30						
TG p. 268-271	Standards: W.6.1, W.6.9, W.6.9.a-b, W.6.10, SL.6.4, SL.6.5						
Writing to Sources: Argument							
Prompt: Do we rely on technology too much?							
Speaking and Listening Outcome: Oral Presentation							





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, Writin Speaking & Listening Academic Vocabulary: Ficti Launch Text: The Great Uni	onal Narrative
	W	HOLE-CLASS LEARNING: Intro	duce Whole-Class Learnin	g Day 3	
Anchor Text (Drama): The Phantom Tollbooth, Act I play by Susan Nanus, based on the book by Norton Juster Anchor Text (Drama): The Phantom Tollbooth, Act II play by Susan Nanus, based on the book by Norton Juster Multimedia: from The Phantom Tollbooth	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: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question Where can imagination lead?	 concept vocabular Write a fictional nation imagined experient techniques. W.6.3 Conduct research processes to explore a topic and combine sentence Engage in collabora 	e and use of academic and y. RL.6.4 arrative as you develop ces or events using effective projects of various lengths and clarify meaning. W.6.7 as for variety. L.6.1 ative discussions, build on y, and express your own 1 suals, and text in
	<u> </u>	Standards	Covered	<u>'</u>	
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 Learn	ing	GRADE 6		Imagination
	Making Meanir	ng		Language Dev	velopment NOTES:
			Days 4-8		
Phantom Toll	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions
Booth, Act I:	TG p. 283: Analyze characters	TG p. 308	Structure	Vocabulary and	TG p. 311
TG p. 282-311	TG p. 285: notice	□ Interpret	TG p. 309	Word Study	Sentence
First Read	and highlight expressions that	□ Speculate	Dramatic	TG p. 310	Parts and
Notice: whom the	mean quickly or fast	□ Draw	Structures	Words related to	Types
story is about,	TG p. 287: mark the pun, or play	Conclusions		Words relate to	
what happens,	on words, that Whether Man	☐ Make inferences		people's level of	sentence
where	makes about Expectations	☐ Answer the		knowledge and	simple
and when it	TG p. 288: 14 and 15, mark the	Essential		how they use	subject
happens, and why	that separates characters' words	Question		their minds	complete
those involved	TG p. 289: Analyze characters				subject
react as they do	TG p. 290: Analyze dialogue			ignorance	simple
Annotate: Mark	TG p. 292: mark details that show			surmise	predicate
vocabulary and key	to whom the characters are			presume	complete
passages to revisit	speaking			speculate	predicate
Connect: Ideas	TG p. 294: Analyze structure			consideration	compound
within selection to	TG p. 296: notice and mark the			misapprehension	subject
what you already	works with hyphens				
know and have	TG p. 299: notice and highlight the			Denotation and	
read	words that the ministers use to			Nuance	
Respond:	identify their titles				
Complete	TG p. 302: notice and mark the				
Comprehension	words that they are seasoning for				
check and writing a	food				
brief summary of	TG p. 304: Understand Alliteration				
the selection	TG p. 306: Examine				
	foreshadowing	RL.6.1	RL.6.3, RL.6.5,	L.6.4, L.6.5,	L.6.1
			RL.6.6	L.6.5.c	
	RL.6.3, Rl.6.4, RL.6.5				
	RL.6.3, Rl.6.4, RL.6.5		RL.6.6	L.6.5.c	





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





	Making Meaning		Language Development	Effective Expression
		Day 15		•
from the Phantom Tollbooth: TG p. 346-351 First Review Listen: and note who is speaking, what they're saying, and how they're saying it Note: Elements that you find interesting and want to revisit Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen Respond: By completing the Comprehension Check	Close Review TG p. 347: Analyze stage directions	Analyze the Media TG p. 349 Describe Analyze Interpret Answer the Essential Question	Media Vocabulary TG p. 349 stage directions (in audio) dialogue (in audio) light and shadow (in images)	Writing to Compare TG p. 350-351 Comparison-and-Contrast Essay
	RL.6.5	RL.6.1	L.6.6	RL.6.7, W.6.2, W.6.2.a-e, W.6.5, SL.6.1, SL.6.2
Performance Task: Writi	ng Focus			•
		Days 16-18		
TG p. 352-357 Write a Fictional Narrativ Prompt: One day in the k Language Development:			i.3.a-e, W.6.4, W.6.5, W.6.10, SL.6.4,	SL.6.6, L.6.3.a





U	NIT 4 Small-Group Lear	ning	GRADE 6	In	nagination
		Introduction	Day 19		
Novel Excerpt: from Alice's Adventures in Wonderland by Lewis Carroll Poetry: Jabberwocky from Through the Looking-Glass by Lewis Carroll Reflective Essay: The Importance of Imagination 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:	Essential Question Where can imagination lead?	development. RL.6 Expand Knowledge concept vocabular Write a fictional national imagined experient effective technique Conduct research to explore a topic at Combine sentence Engage in collabor	e and use of academic and y. RL.6.4, RI.6.4 errative as you develop ces or events using es. W.6.3 projects of various lengths and clarify meaning. W.6.7 es for variety. L.6.1 ative discussions, build on s, and express your own 1 suals, and text in
		Standards C	overed		
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 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. 365: Analyze characterization	Analyze the Text TG p. 368 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 369 Characterization direct characterization indirect characterization make inferences	Concept Vocabulary and Word Study TG p. 368 Words that have to do with Alice's thirst for exploration and new experiences: Peeped Wondered Curiosity Word Relationships	Conventions TG p. 370 Conjunctions and Interjections conjunctions coordinating conjunctions	Writing to Sources TG p. 371 Research Report W.6.2, W.6.2.a, W.6.7, W.6.8			
		SL.6.4		L.6.5.b					





		Making Meaning			Language Development	Effective Expression		
Days 24-26								
Jabberwocky:	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style			
TG p. 372-379	TG p. 373: Analyze	TG p. 376	Structure	Vocabulary and	TG p. 378	Speaking and Listening:		
First Read	invented language	□ Review and	TG p. 377	Word Study	Invented Language	TG p. 379		
Notice: who or		Clarify	Sound Devices	TG p. 376		Dramatic Reading, Multimedia		
what is "speaking"		Present and		Words that relate	syntax	Presentation		
the poem and		Discuss	sound devices	to the boy's battle				
whether the poem		☐ Answer the	onomatopoeia	victory:		dramatic poetry reading		
tells a story or		Essential	alliteration			multimedia presentation		
describes a single		Question	consonance	slain				
moment				beware				
Annotate: Mark				foe				
vocabulary and key								
passages to revisit				Anglo-Saxon Word				
Connect: Ideas				Origins				
within selection to								
what you already								
know and have								
read								
Respond:								
Complete								
Comprehension								
check by writing a								
brief summary of								
the selection	RL.6.4	RL.6.1, SL.6.1, SL.6.4	RL.6.4	L.6.4	RL.6.4, L.6.1.e, L.6.5.b	SL.6.1.a-b, SL.6.2, SL.6.4, SL.6.5		





		Making Meaning			Language Development	Effective Expression
			Days 27	7-30		
The Importance of Imagination: TG p. 380-387 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	Close Read	Analyze the Text TG p. 384 Review and Clarify Present and Discuss 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
		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 Learnin	g Performance Task: Spe	aking and Listening	Focus			
			Days 31	L- 32		
TG p. 388-389 Perform a Fictional N Prompt: When Alice t	arrative finally gets through the t	ny 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							
TG p. 390-391, 392A-392F, 392-395 Select and read a story from selections available online:	Standards: RL.6.10						
 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 							
Prince Francis by Roddy Doyle							

Days 35-36						
TG p. 396-399	Standards: W.6.3, W.6.4, W.6.10, SL.6.4, SL.6.6					
Writing to Sources: Fictional Narrative						
Prompt: What might happen if a fictional character were to come into the real						
world?						
Speaking and Listening: Storytelling						





GRADE 6, UNIT 5	Days 1 & 2	Unit Video: Hang Son Doong		Unit Goals: Pooding Meitie	og & Dosoarch Language
UNIT INTRODUCTION	Days 1 & 2	Discuss It: Discuss It Why might explorers want to discover unknown places?		Unit Goals: Reading, Writing & Research, Langu Speaking & Listening Academic Vocabulary: Argument Launch Text: What on Earth Is Left to Explore? (950)	
	WH	OLE-CLASS LEARNING: Introd	uce 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: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What drives people to explore?	how authors state RI.6.8 Expand knowledge thematic vocabula Write an essay in incorporate the ke argument. W.6.1 Conduct research to explore a topic W.6.7 Correct errors wit Engage in collabor	which you effectively ey elements of an projects of various lengths and clarify meaning. h verbs. L.6.1 rative discussions, build on s, and express your own .1 isuals, and text in
		Standards Co	overed		
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:









	Mak	ing Meaning		Language Development	NOTES:
			Days 13-15		
BBC Science Club:	Close Review	Analyze the Media	Media Vocabulary	Research	
All About	TG p. 431: Analyze	TG p. 432	TG p. 432	TG p. 433	
Exploration:	information	☐ Draw conclusions	cut-out animation	Create a storyboard	
TG p. 430-433		☐ Make a judgement	object animation		
First Review		☐ Evaluate	real-time animation		
Watch: Who		☐ Answer the Essential			
speaks, what they		Question			
say, and how they					
say it					
Note: Elements					
you find that you					
find interesting					
Connect: Details in					
the photos to texts					
you've read or					
other images you					
have seen					
Respond:					
Complete					
Comprehension					
check					
	RI.6.1	RL.6.1	L.6.6	W.6.2, W.6.2.b, W.6.7, SL.6.4, SL.6.5	
Performance Task: \	Writing Focus				
			Days 16-18		
TG p. 434-439			Standard	s: W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.9	9.b, W.6.10, L.6.1.e, L.6.3.b
Write an Argument					
Prompt: Can anyone					
Language Developm	ent: Conventions: Word (Choice for Style and Tone			





UNIT	5 Small-Group Learr	ning	GRADE 6		Exploration
		Introduction	Day 19		
News Article: Mission Twinpossible TIME For Kids Epic Retelling: from Tales From the Odyssey by Mary Pope Osborne Blog: To the Top of Everest by Samantha Larson Media (Graphic Novel): from Lewis & Clark 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:	Essential Question What drives people to explore?	 authors state and s Expand knowledge thematic vocabular Write an essay in w incorporate the key W.6.1 Conduct research p to explore a topic a Correct errors with Engage in collabora 	which you effectively y elements of an argument. or ojects of various lengths and clarify meaning. W.6.7 verbs. L.6.1 ative discussions, build on , and express your own L suals, and text in
		Standards C	overed		
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:





UN	IT 5 Small-Group L	earning.		GRADE 6		Exploration
		Making Meaning			Language	Effective Expression
					Development	
			Days 20)-22		
Mission	Close Read	Analyze the Text	Analyze Craft and	Technical	Conventions:	Research
Twinpossible:	TG p. 445: Analyze	TG p. 448	Structure	Vocabulary and	TG p. 450	TG p. 451
TG p. 444-451	key details	□ Review and	TG p. 449	Word Study	Prepositions and	How-to Guide
First Read		Clarify	Central Idea:	TG p. 448	Prepositional Phrases	
Notice: The		□ Present and		program manager		
General ideas of		Discuss	Make Inferences	sample group	Object of the	
the text. What is it		☐ Answer the		endurance test	preposition	
about? Who is		Essential				
involved?		Question				
Annotate: Mark				Latin Root: -dur-		
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.6.2	RI.6.1, SL.6.1,	RI.6.1, RI.6.3,	L.6.4, L.6.4.b,	L.6.1	W.6.2.a-c, W.6.7, W.6.8
		SL.6.4	RI.6.5	L.6.4.c, L.6.6		





	Making M	eaning		Language	Development	NOTES:
		- i	Days 23		·	
from Tales From the Odyssey: TG p. 452-461 First Read Notice: whom the story is about, what happens,	Close Read TG p. 453: Analyze Conflict TG p. 455: Infer key ideas TG p. 456: Analyze suspense	Analyze the Text TG p. 459 Review and Clarify Present and Discuss Answer the	Concept Vocabulary and Word Study TG p. 459 Words that relate to the goddess Athena in some	Analyze Craft and Structure TG p. 460 Universal Theme	Conventions TG p. 461 Participial and Gerund Phrases participial phrase gerund	
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	TG p. 457: Analyze character	Essential Question	way and the revenge she takes on Odysseus and his men: Invaded violent offended wrath Latin Root: -vad-		gerund phrase	
Respond: Complete Comprehension check by writing a brief summary of the selection	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	





		Language Development	Effective Expression						
Days 26-27									
To the Top of Everest: TG p. 462-475 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	Close Read TG p. 466: Analyze Conflict with nature TG p. 469: Analyze descriptive language	Analyze the Text TG p. 471 Review and Clarify Present and Discuss 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	Writing to Compare TG p. 474-475 comparison-and-contrast essay			
	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	3-30		
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:	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 Review and Clarify Present and Discuss Answer the Essential Question	Days 28	Media Vocabulary TG p. 482 penciler inker letterer	Research: TG p. 483 Create an annotated timeline	
Complete Comprehension check		RI.6.1, SL.6.1, SL.6.4		L.6.1	RI.6.7, W.6.7, W.6.8, SL.6.2, SL.6.4, SL.6.5	
Small-Group Learnin	ng Performance Task: Sp	eaking and Listening				
			Days 31			
TG p. 484-485 Perform an Advertise Prompt: Why should	ement we explore new frontie	rs?		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	Standards: RL.6.10, Rl.6.10						
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							

Days 35-36					
TG p. 492-495	Standards: W.6.1, W.6.4, L.6.3.b, SL.6.4, SL.6.6				
Writing to Sources: Argument					
Prompt: should kids today be encouraged to become explorers?					
Speaking and Listening: Speech					

