

Ohio's Learning Standards are the defacto curriculum for ELA 6 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

## **Contents: Grade 6, Deciding the Truth Unit**

***Big Questions: How Do We Decide What is True?, Is Conflict Always Bad?***

### Fiction (6 selections)

“Greyling”

“Stray”

“Homecoming”

“The Sound of Summer Running”

“Eleven”

“The Wounded Wolf”

### Nonfiction (9 selections)

“My Heart is in the Highlands”

“ASPCA Animaland”

“Rescuers to Carry Oxygen Masks for Pet”

“My Papa, Mark Twain”

“Stage Fright”

“Names Nombres”

“The Lady & the Spider”

“The Caribbean”

“The Florida Keys”

### Novel/Fiction (1 selection)

*House of Dies Drear* **OR** *Journey*

### Optional Narrative Prompt: Family Member Narrative

*After researching the events and the life of a family member through interviews and informational resources, write a narrative that describes an event in that person's life when he/she had experienced conflict. L2 In your narrative, explain how your family member handled conflict similarly to or differently from a character in **House of Dies Drear** or **Journey**. Establish a storyline with a clear and well-developed purpose, and use sensory images and figurative language to further develop the narrative.*

COLUMBUS CITY SCHOOLS

ELA GRADE 6

Deciding the Truth Unit				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/Assignments
<p><b>The Big Question:</b> <i>How do we decide what is true?</i></p> <p><b>Selections:</b> “Greyling” <b>AND</b> “My Heart is in the Highlands”</p> <p><b>Writing Text Form</b> Bulletin Board</p> <p><b>Strands:</b> Reading for Literature; Reading for Informational Text; Writing; Speaking and Listening</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Differentiating between           <ul style="list-style-type: none"> <li>fiction and</li> <li>nonfiction</li> </ul> </li> <li>Characters Plot Explain the defining characteristics of literary forms and genres</li> <li>Informal writing</li> </ul>	<p><b>Introduction</b> <b>Periods: 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Reading for Literature: Integration of Knowledge and Ideas</b> <b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historic novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><b>Reading for Informational Text: Key Ideas and Details</b> <b>RI.6.1</b> Cite textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text. <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.)</p> <p><b>Writing: Research to Build and Present Knowledge</b> <b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>The Big Question pp. 2-3</li> <li>Introduction: Fiction and Nonfiction pp. 4-7</li> <li>Meet the Author p. 5, 8</li> <li>Model Selection: Fiction: “Greyling” pp. 9-15</li> <li>Model Selection: Nonfiction: “My Heart is in the Highlands” pp. 16-19</li> <li>After You Read p. 19 Critical Thinking Fiction and Nonfiction Review Research the Author</li> </ul> <p><i>Unit 1 Resources p. 13-29</i></p> <ul style="list-style-type: none"> <li>Vocabulary Warm-ups pp. 13-14</li> <li>Reading Warm-ups pp. 15-16</li> <li>Listening and Viewing p. 17</li> <li>Learning About Fiction and Nonfiction p. 18</li> <li>Model Selection: Fiction p. 19</li> <li>Learning About Nonfiction p. 20</li> <li>Open-Book Test pp. 21-23</li> <li>Selection Test A pp. 24-26</li> <li>Selection Test B pp. 27-29</li> </ul> <p><i>Graphic Organizers</i></p> <ul style="list-style-type: none"> <li>Graphic Organizers pp. 1-2</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Reading Warm-Up</li> <li>Guided or Independent Reading</li> <li>Fiction and Nonfiction</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing About the Big Question</li> <li>Research the Author</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Class Discussions</li> <li>Think Aloud</li> <li>Listening and Viewing</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary Warm-ups</li> <li>Vocabulary Knowledge Rating Chart</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Music</li> <li>Games</li> <li>Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Open-Book Test</li> <li>Selection Test A</li> <li>Selection Test B</li> <li>Self-test</li> </ul>

		<p><b>Speaking and Listening: Comprehension and Collaboration</b>  <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>Vocabulary Knowledge Rating Chart p. 33</li> </ul> <p><b>Write Source / eEdition</b>  <a href="https://secure.greatsource.com/eservice_sadmin/glogin.do">https://secure.greatsource.com/eservice_sadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>Understanding the Traits of Writing pp. 33-44</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>Big Question Video</li> <li>Illustrated Vocabulary Words</li> <li>Interactive Vocabulary</li> <li>Games BQ Tunes</li> <li>Big Question Video</li> <li>Penguin Author Video</li> <li>Interactive Journals</li> <li>Interactive Graphic Organizers</li> <li>Selection Audio</li> <li>Self-test</li> </ul>	
<p><b>The Big Question:</b>  <i>How do we decide what is true?</i></p> <p><b>Selections:</b>  “Stray” (780L) <b>OR</b> “The Homecoming”(610L)</p> <p><b>Writing:</b>  News report</p> <p><b>Strands:</b>  Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Suffixes</li> <li>Making Predictions</li> </ul>	<p><b>Week 1</b>  <b>Periods: 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Writing: Text Types and Purposes</b>  <b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Writing: Research to Build and Present Knowledge</b>  <b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the</p>	<p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>Time and Resource Manager pp. 20a-20d</li> <li>The Big Question p. 22</li> <li>Before You Read p. 21  Make Predictions  Plot  Plot Diagram</li> <li>Making Connections p. 22 <b>OR</b> p. 30</li> <li>Meet the Author p. 23 <b>OR</b> p. 31</li> <li>“Stray” pp. 24-28 <b>OR</b> “The Homecoming” pp. 32-38</li> <li>After You Read p. 22 &amp; p. 29 <b>OR</b> p. 30 &amp; p. 39  Make Predictions  Plot</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Reading Warm-ups</li> <li>Guided or Independent Reading</li> <li>Make a Prediction</li> <li>Plot</li> <li>Plot Structure Map p. 76-77</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>Writing About the Big Question</li> <li>Write a news report</li> <li>Create a brochure</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Class Discussions</li> <li>Think Aloud</li> </ul>

<ul style="list-style-type: none"> <li>• Plot</li> <li>• Common nouns and proper nouns</li> </ul>		<p>credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b>  <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Language: Conventions of Standard English</b>  <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>b.</b> Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience, auditory, audible</i>).</p>	<ul style="list-style-type: none"> <li>• Integrated Language Skills p. 40</li> </ul> <p><i>Unit 1 Resources pp. 30-68</i></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups pp. 32-33, 50-51</li> <li>• Vocabulary Builder p. 37, 55</li> <li>• Grammar p. 57</li> <li>• Open-Book Test pp. 60-62</li> <li>• Selection Test A pp. 63-65</li> <li>• Selection Test B pp. 66-68</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 5-8</li> <li>• Bellringers—Week 1 pp. 2-3</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Predictogram p.69</li> <li>• Plot Structure Map p. 76-77</li> </ul> <p><b>Write Source / eEdition</b>  <a href="https://secure.greatsource.com/eservice/admin/glogin.do">https://secure.greatsource.com/eservice/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Using Nouns pp. 470- 473</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Common and Proper Nouns pp. 125-126</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Selection Summary Audio</li> <li>• Selection Audio</li> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• More About the Author</li> <li>• Vocabulary Flashcards</li> <li>• Interactive Journals</li> <li>• Interactive Graphic Organizers</li> <li>• Self-test</li> <li>• Internet</li> <li>• Activity</li> <li>• Grammar Tutorial</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Grammar: Common and Proper Nouns</li> <li>• Vocabulary and Word Study</li> <li>• Vocabulary Builder</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
---	--	--	---	--

<p><b>The Big Question:</b> <i>How do we decide what is true?</i></p> <p><b>Selection:</b> “ASPCA Animaland” AND “Rescuers to Carry Oxygen Masks for Pets”</p> <p><b>Writing:</b> Comparing Informational Texts</p> <p><b>Strands:</b> Reading for Informational Text; Writing; Speaking and Listening;</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze structural features</li> <li>Analyze information in charts, diagrams and cutaways</li> <li>Compare and contrast</li> </ul>	<p><b>Week 1</b> <b>Periods: 2</b></p>	<p><b>Reading for Informational Text : Craft and Structure</b> <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p><b>Reading for Informational Text: Integration of Knowledge and Ideas RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p><b>Writing: Research to Build and Present Knowledge</b> <b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b> <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>The Big Question p. 66-70</li> <li>Vocabulary Development p. 68</li> <li>“ASPCA Animaland” pp. 66-68</li> <li>“Rescuers to Carry Oxygen Masks for Pets” pp. 69-70</li> <li>Test Practice: Informational Texts p. 71</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>Bellringers—Days 1 &amp; 2 p. 6</li> <li>Venn Diagram p. 213</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>K-W-L Chart p. 75</li> </ul> <p><b>Write Source / eEdition</b> <a href="https://secure.greatsource.com/eservice_admin/glogin.do">https://secure.greatsource.com/eservice_admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>Using the Internet p. 366</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>Using the Internet</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Guided or Independent Reading</li> <li>Reading Skill: Analyze Structural Features</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>Writing About the Big Question</li> <li>K-W-L Chart</li> <li>Comparing Informational Texts</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Think Aloud</li> <li>Class Discussions</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary Development</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Music</li> <li>Games</li> <li>Worksheet</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Test Practice: Informational Texts</li> </ul>
<p><b>The Big Question:</b> <i>How do we decide what is true?</i></p> <p><b>Selection:</b> “My Papa, Mark Twain” (1360L) <b>OR</b> “Stage Fright” (880L)</p> <p><b>Writing Text Form:</b> Drama</p>	<p><b>Week 2</b> <b>Periods: 4</b></p>	<p><b>Reading for Informational Text: Key Ideas and Details</b> <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.)</p> <p><b>Reading for Informational Text: Craft and Structure</b> <b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>Time and Resource Manager pp. 92a-92d</li> <li>Writing About the Big Question p. 94 <b>OR</b> p. 103</li> <li>Vocabulary and Word Study p. 94 <b>OR</b> p. 102</li> <li>Before You Read p. 93, <b>OR</b> p. 107</li> </ul> <p>Fact and Opinion</p>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Reading Warm-ups</li> <li>Guided or Independent Reading</li> <li>Reading Skill: Fact and Opinion</li> <li>Literary Analysis: Author’s Perspective</li> <li>Critical Thinking Skills</li> </ul> <p><b>Writing</b></p>

<p><b>Strands:</b> Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Fact &amp; opinion</li> <li>• Understand author’s perspective</li> <li>• Identify personal and possessive pronouns</li> <li>• Drama</li> <li>• Research sources</li> </ul>		<p><b>Writing: Text Types and Purposes</b> <b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>Writing: Research to Build and Present Knowledge</b> <b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b> <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>Language: Conventions of Standard English</b> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language: Vocabulary Acquisition and Use</b> <b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. <b>b.</b> Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience, auditory, audible</i>).</p>	<p>Author’s Perspective Perspective Chart</p> <ul style="list-style-type: none"> <li>• Meet the Author p. 95 <b>OR</b> p. 103</li> <li>• “My Papa, Mark Twain” pp. 95-100 <b>OR</b> “Stage Fright” pp. 103-106</li> <li>• After You Read p.107 Fact and Opinion Author’s Perspective</li> <li>• Integrated Language Skills: Grammar-Pronouns p. 108</li> <li>• Integrated Language Skills: Writing: Drama p. 109</li> <li>• Integrated Language Skills: Research and Technology Create a Poster or Chart p. 109</li> </ul> <p><i>Unit 1 Resources pp. 134-172</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 134-135 <b>OR</b> pp. 152-153</li> <li>• Reading Warm-ups pp. 136-137 <b>OR</b> pp. 154-155</li> <li>• Writing About the Big Question p. 138 <b>OR</b> p. 156</li> <li>• Reading: Recognize Clues That Indicate Fact or Fiction p. 139 <b>OR</b> p. 157</li> <li>• Literary Analysis: Author’s Perspective p. 140 <b>OR</b> 158</li> <li>• Integrated Grammar Skills p. 161</li> <li>• Vocabulary Builder p. 141 <b>OR</b> p. 159</li> <li>• Open-Book Test pp. 143-145 <b>OR</b> pp. 164- 166</li> <li>• Selection A Test pp. 146-148 <b>OR</b> pp. 167-169</li> <li>• Selection B Test pp. 149-151 <b>OR</b> pp. 170-172</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• <b>Graphic Organizers pp. 20-25</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Dramatic Scene</li> <li>• Create a Poster or Chart</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Word Study</li> <li>• Vocabulary Builder</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
--	--	--	---	---

			<ul style="list-style-type: none"> <li>Bellringers—Days 1-3 p. 8</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>Cause-Effect Frame pp. 86-87</li> </ul> <p><b>Write Source / eEdition</b>  <a href="https://secure.greatsource.com/eserviceadmin/glogin.do">https://secure.greatsource.com/eserviceadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>Using Pronouns, pp. 474-479</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>Pronouns p. 133</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>Selection Summary Audio</li> <li>Selection Audio</li> <li>Get Connected Video</li> <li>Background Video</li> <li>More About the Author</li> <li>Vocabulary Flashcards</li> <li>Interactive Journals</li> <li>Interactive Graphic Organizers</li> <li>Self-test</li> <li>Internet</li> <li>Activity</li> <li>Grammar Tutorial</li> <li>Grammar Practice</li> <li>Interactive Vocabulary Games</li> </ul>	
<p><b>The Big Question:</b>  <i>How do we decide what is true?</i></p> <p><b>Selection:</b>  “Names/Nombres”* (1060L) <b>OR</b> “The Lady and the Spider” (640L)  *(See <i>edmodo.com</i> for <i>Common Core exemplar lesson in the “Anthology Alignment Project” group folder. Use password: pkx4sp to join.</i>)</p>	<p><b>Week 3</b>  <b>Periods: 4</b></p>	<p><b>Reading for Informational Text: Key Ideas and Details</b>  <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.)</p> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>Writing: Text Types and Purposes</b>  <b>W.6.3.</b> Write narratives to develop real or</p>	<p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>Time and Resource Manager pp. 110a-110d</li> <li>Before Your Read p. 111 <b>OR</b> p. 124  Fact and Opinion  Fact-Checking Chart  Tone</li> <li>Writing About the Big Question p. 112 <b>OR</b> p. 122</li> <li>Vocabulary p. 112</li> <li>Meet the Author p. 113 <b>OR</b></li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Reading Warm-ups</li> <li>Guided or Independent Reading</li> <li>Reading Skill: Understand the Difference Between Fact and Opinion; Use Resources to Check Facts</li> <li>Literary Analysis: Tone</li> <li>Critical Thinking Skills</li> </ul> <p><b>Writing</b></p>

<p><b>Writing Text Form:</b> Personal Anecdote</p> <p><b>Strands:</b> Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Tone</li> <li>• Author’s perspective</li> <li>• Roots</li> <li>• Narrative writing</li> <li>• Monologue</li> <li>• Interrogative and indefinite pronouns</li> </ul>		<p>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b> <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b> <b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language: Conventions of Standard English</b> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>Language: Vocabulary Acquisition and Use</b> <b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. <b>b.</b> Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience, auditory,</i></p>	<p>p. 123</p> <ul style="list-style-type: none"> <li>• “Names/Nombres” pp. 114-120 <b>OR</b> “The Lady and the Spider” pp.124-128</li> <li>• After You Read p. 121 <b>OR</b> p. 129</li> </ul> <p>Fact and Opinion Fact-Checking Chart Tone</p> <ul style="list-style-type: none"> <li>• Integrated Language Skills Grammar: Pronouns p. 130</li> <li>• Integrated Language Skills Writing: Personal Anecdote p. 131</li> <li>• Integrated Language Skills Listening and Speaking: Monologue p. 131</li> <li>• Test Practice p. 132-133</li> </ul> <p><i>Unit 1 Resources pp. 173-211</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 173-174 <b>OR</b> pp. 191-192</li> <li>• Reading Warm-ups pp. 175-176 <b>OR</b> pp. 193-194</li> <li>• Writing About the Big Question p. 177 <b>OR</b> p. 195</li> <li>• Reading: Understand the Difference Between Fact and Opinion; Use Resources to Check Facts p. 178 <b>OR</b> p. 196</li> <li>• Literary Analysis: Tone p. 179 <b>OR</b> p. 197</li> <li>• Vocabulary Builder p. 180 <b>OR</b> p. 198</li> <li>• Enrichment p. 181 or 199</li> <li>• Grammar: Interrogative and Indefinite Pronouns p. 200</li> <li>• Support for Writing p. 201</li> <li>• Extend Your Learning p. 202</li> <li>• Open-Book Test pp. 182-184 <b>OR</b> pp. 203-205</li> <li>• Selection A Test pp. 185-187 <b>OR</b> pp. 206-208</li> <li>• Selection Be Test pp. 188-190</li> </ul>	<ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Personal Anecdote</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Think Aloud</li> <li>• Monologue</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Vocabulary Warm-ups</li> <li>• Word Study</li> <li>• Vocabulary Builder</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Test Practice</li> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Rubrics</li> </ul>
--	--	---	--	---



		audible).	<p><b>OR</b> pp. 209-211</p> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers pp. 26-31</li> <li>• Bellringers—Days 1-5 pp. 10-11</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Anticipation Guide p. 36 - 38</li> <li>• General (Holistic) Writing Rubrics pp. 256-257</li> </ul> <p><b>Write Source / eEdition</b></p> <p><a href="https://secure.greatsource.com/eserviceadmin/glogin.do">https://secure.greatsource.com/eserviceadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Narrative Writing: Sharing an Experience pp. 97-100</li> <li>• Indefinite Pronouns pp. 475-476, 710</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Indefinite Pronouns pp. 135-136</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Get Connected Video</li> <li>• The Big Question</li> <li>• Meet the Author</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Interactive Graphic Organizers</li> <li>• Self-test</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> </ul>	
--	--	-----------	---	--

<p><b>The Big Question:</b> <i>How do we decide what is true?</i></p> <p><b>Selection:</b> "The Caribbean" AND "The Florida Keys"</p> <p><b>Writing Text Form:</b> Descriptive Informational Writing</p> <p><b>Strands:</b> Reading for Informational Text; Writing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze maps, charts, tables, graphs, diagrams and cutaways</li> <li>Make and support assertions</li> <li>Write a descriptive informational paragraph</li> </ul>	<p><b>Week 4</b> <b>Periods: 2</b></p>	<p><b>Reading for Informational Text: Key Ideas and Details</b> <b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Reading for Informational Text: Craft and Structure</b> <b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p><b>Writing: Text Types and Purposes</b> <b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>The Big Question p. 136 AND p. 138</li> <li>"The Caribbean" pp. 134-136 AND "The Florida Keys" pp. 137-139</li> <li>Comparing Informational Texts p. 139</li> <li>Timed Writing: "Make Assertions in a Description" p. 139</li> </ul> <p><i>Bellringers</i></p> <ul style="list-style-type: none"> <li>Bellringers—Day 1 p. 12</li> </ul> <p><b>Write Source / eEdition</b> <a href="https://secure.greatsource.com/eservice_sadmin/glogin.do">https://secure.greatsource.com/eservice_sadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>Writing a Descriptive Paragraph pp. 70-72</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Guided or Independent Reading</li> <li>Reading Skill: Make and Support Assertions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>The Big Question</li> <li>Descriptive Paragraph</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary Development</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Think Aloud</li> <li>Class Discussions</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Comparing Informational Texts</li> <li>Timed Writing Guidelines in Teacher Edition</li> </ul>
<p><b>The Big Question:</b> <i>How do we decide what is true?</i></p> <p><b>Selection:</b> "The Sound of Summer Running" (920L) AND "Eleven"* (1080L) *(See <a href="http://edmodo.com">edmodo.com</a> for Common Core exemplar lesson in the "Anthology Alignment Project" group folder. Use password: <b>pkx4sp</b> to join.)</p> <p><b>Writing Text Forms:</b> Symbolism Chart</p>	<p><b>Week 4</b> <b>Periods: 3</b></p> <p><b>Week 5</b> <b>Periods: 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Reading for Literature: Craft and Structure</b> <b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.6</b> Explain how an author develops the</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>Comparing Symbolism p. 140</li> <li>Meet the Authors p. 141</li> <li>Writing About the Big Question p. 141</li> <li>Connecting to the Big Question p. 150</li> <li>"The Sound of Summer Running" pp. 142-148 <b>OR</b> "Eleven" pp.149-153</li> <li>After You Read p. 153 Comparing Symbolism Writing to Compare Symbols</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Guided or Independent Reading</li> <li>Meet the Author</li> <li>Reading Warm-ups</li> <li>Literary Analysis: Symbol</li> <li>Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>The Big Question</li> <li>Creating charts</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Class Discussions</li> </ul>

<p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Symbolism</li> <li>• Recurring themes</li> </ul>		<p>point of view of the narrator or speaker in a text.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p><i>Unit 1 Resources pp. 212-228</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 212-213</li> <li>• Reading Warm-ups pp. 214-215</li> <li>• Writing About the Big Question p. 216</li> <li>• Literary Analysis: Symbol p. 217</li> <li>• Vocabulary Builder p. 218</li> <li>• Integrate Language Skills: Support for Writing a Paragraph p. 219</li> <li>• Open-Book Test p. 220-222</li> <li>• Selection A Test pp. 223-225</li> <li>• Selection B Test pp. 226-228</li> <li>• Benchmark Test 2 pp. 234-239</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 32-35</li> <li>• Rubric for Self-Assessment: Autobiographical Narrative p. 36</li> <li>• Bellringers—Days 2-3 pp. 12</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Word Form Chart p. 42</li> </ul> <p><b>Write Source / eEdition</b></p> <p><a href="https://secure.greatsource.com/eservice_sadmin/glogin.do">https://secure.greatsource.com/eservice_sadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Theme p. 352 p. 561</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Central</li> <li>• Selection Audio</li> </ul>	<ul style="list-style-type: none"> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Builder</li> <li>• Word Form Chart</li> </ul> <p>Vocabulary Central</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Benchmark Test 2</li> <li>• Vocabulary in Context Test</li> </ul>
<p><b>The Big Question:</b> <i>Is conflict always bad?</i></p>	<p><b>Week 5</b> <b>Periods: 2</b> (If choosing</p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.6.1</b> Cite textual evidence to support</p>	<p><i>CCS Novel Lessons</i></p> <p><i>The House of Dies Drear</i> By Virginia</p>	<p><i>The House of Dies Drear</i> <b>Reading Literature/</b> <b>Informational Text</b></p>

<p><b>Selection - Novel Study:</b> <i>House of Dies Drear</i> (670L) <b>OR</b> <i>Journey</i> (630L)</p> <p><b>Writing Text Form:</b> Narrative</p> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Text annotation</li> <li>• Text dependent</li> <li>• questions</li> <li>• Figurative language</li> <li>• Theme</li> <li>• Vocabulary</li> <li>• Character</li> <li>• development</li> <li>• Conflict</li> <li>• Symbolism</li> <li>• Features of setting</li> <li>• Elements of plot</li> <li>• Writing process</li> <li>•</li> </ul>	<p><i>The House of Dies Drear</i> – use all of Week 5)</p> <p><b>Week 6</b> <b>Periods 5</b></p> <p><b>Week 7</b> <b>Periods: 5</b></p> <p><b>Week 8</b> <b>Periods: 4</b></p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Writing: Text Types and Purposes</b></p> <p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one</li> </ol>	<p>Hamilton OR <i>Journey</i> by Patricia MacLachlan</p> <ul style="list-style-type: none"> <li>• Narrative</li> </ul> <p><b>Writing Prompt in Novel Unit:</b> <i>After researching the events and the life of a family member through interviews and informational resources, write a narrative that describes an event in that person’s life when he/she had experienced conflict. L2 In your narrative, explain how your family member handled conflict similarly to or differently from a character in House of Dies Drear or Journey. Establish a storyline with a clear and well-developed purpose, and use sensory images and figurative language to further develop the narrative.</i></p> <p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <p>Plot p. 21</p> <ul style="list-style-type: none"> <li>• Sensory Details pp. 86 - 88</li> <li>• Symbolism p. 140</li> <li>• Story Elements pp. 180 - 181</li> <li>•</li> </ul> <p><b>Write Source / eEdition</b> <a href="https://secure.greatsource.com/eservice_sadmin/glogin.do">https://secure.greatsource.com/eservice_sadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• The Writing Process pp. 5 - 10</li> <li>• Writing a Biographical Narrative pp. 135 – 137</li> <li>• Prewriting p. 138</li> <li>• Organizing Details p. 139</li> <li>• Getting the Big Picture p. 108</li> <li>• Starting Narrative p. 109</li> <li>• Primary and Secondary</li> <li>• Sources pp. 364-365</li> </ul>	<ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Setting</li> <li>• Plot</li> <li>• Conflict</li> <li>• Symbolism</li> <li>• Point of View</li> <li>• Character Analysis</li> <li>• Compare and Contrast</li> <li>• Mood</li> <li>• Figurative Language</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Writing Portfolio</li> </ul> <p><b>Prompt – Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Review the Writing Process</li> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Evaluating and Assessing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Debate</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Tier Two Words</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit tickets</li> </ul> <p><i>Journey</i></p> <ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Guided or Independent Reading</li> <li>• Figurative Language</li> <li>• Conflict</li> </ul>
--	--	---	---	---

		<p>time frame or setting to another.</p> <ul style="list-style-type: none"> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing type are defined in standard 3 above.)</p> <p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b></p> <p><b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>Language: Convention of Standard English</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Focus Statements p. 35</li> <li>• Write first draft of Portfolio Writing pp. 107-112</li> <li>• Revise Portfolio Writing by looking at Ideas and Organization pp. 113-117</li> <li>• Revise Portfolio Writing by looking at Voice, Word Choice and Sentence Fluency pp. 118-120</li> <li>• Edit Portfolio Writing pp. 125-128</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Character Analysis</li> <li>• Plot</li> <li>• Symbolism</li> <li>• Central Idea</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Writing Portfolio</li> </ul> <p><b>Portfolio Prompt – Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Review the Writing Process</li> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Evaluating and Assessing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Tier Two Words</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit tickets</li> </ul>
--	--	--	---	---

		<p><b>Language: Knowledge of Language</b>  <b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<b>UNIT 2</b>		<b>Is Conflict Always Bad Unit Begins</b>		
<p><b>The Big Question:</b>  <i>Is conflict always bad?</i></p> <p><b>Introduction</b>  <b>Model Selection:</b>          “The Wounded Wolf”</p> <p><b>Strands:</b>          Reading for Literature;          Writing; Speaking and          Listening</p> <p><b>Writing Text Form:</b>          Story Review</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of short stories</li> <li>• Genre</li> <li>• Research</li> </ul>	<p><b>Week 9</b>  <b>Periods: 5</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b>  <b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Reading for Literature: Craft and Structure</b>  <b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>Reading for Literature: Integration of Knowledge and Ideas</b>  <b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems: historic novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><b>Writing: Research to Build and Present Knowledge</b>  <b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b>  <b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building</p>	<p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Introducing the Big Question pp. 176-177</li> <li>• Introduction: Short Stories pp. 178-181</li> <li>• Model Selection: Fiction: “The Wounded Wolf” pp. 182-187</li> <li>• After You Read p. 187            Short Story Review            Research the Author</li> </ul> <p><i>Unit 2 Resources</i> pp. 1-22</p> <ul style="list-style-type: none"> <li>• Big Question Vocabulary Worksheets pp. 1 -3</li> <li>• Unit 2: Short Stories Skills Concept Map p. 5</li> <li>• Vocabulary Warm-ups pp. 7-8</li> <li>• Reading Warm-ups pp. 9-10</li> <li>• Listening and Viewing p. 11</li> <li>• Learning About Short Stories p. 12</li> <li>• Model Selection: Short Story p. 13</li> <li>• Open-Book Test pp. 14-16</li> <li>• Selection A Test pp. 17-19</li> <li>• Selection B Test pp. 20-22</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 37-38</li> <li>• Bellringers—Days 1, 2 &amp; 3 p.</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Reading Warm-ups</li> <li>• Elements of Short Stories</li> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• The Big Question</li> <li>• Short Story Review</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Think Aloud</li> <li>• Class Discussions</li> <li>• Multimedia Presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups  <i>Vocabulary Central</i></li> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> </ul>

		<p>on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Speaking and Listening Standards:</b>  <b>Presentation of Knowledge and Ideas</b>  <b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>14</p> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary pp. 32-35</li> <li>• K-W-L Chart pp. 74-75</li> </ul> <p><b>Write Source / eEdition</b>  <a href="https://secure.greatsource.com/eservice_sadmin/glogin.do">https://secure.greatsource.com/eservice_sadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Creative Writing: Writing Stories pp. 342 -345</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Meet the Author</li> <li>• Short Stories Video</li> <li>• Vocabulary Central for Unit 2</li> <li>• BQ Tunes</li> <li>• Interactive Journals</li> <li>• Interactive Graphic Organizers</li> <li>• Selection Audio</li> </ul>	
<b>END OF NINE WEEK PERIOD</b>				

\* This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules.