

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, Is Conflict Always Bad Unit

Big Questions: Is Conflict Always Bad?, What's Important to Know?

Fiction (6 selections)

“Zlateh the Goat” **OR** “The Old Woman Who Lived with the Wolves”

“Becky and the Wheels-and-Brake Boys”

“The Southpaw”

“The Circuit” **OR** “The All-American Slurp”

“The Fun They Had”

“Feathered Friend”

Nonfiction (2 selections)

“Race to the End of the Earth”

“Gold Rush: The Journey by Land”

Novel/Nonfiction

The Great Fire (nonfiction)

Optional Informative/Explanatory Prompt: Causes and Effects of the Chicago Fire

What is important to know? After reading *The Great Fire* on the Chicago Fire of 1871, write an essay that examines the causes of the fire’s mass destruction and explains the effects the fire had on the city of Chicago. What conclusions or implications can you draw? Support your answer with evidence from the text. (Informational/Explanatory)

**COLUMBUS CITY SCHOOLS
ELA GRADE 6**

Is Conflict Always Bad Unit				
Unit/Topics	Periods	Strands: Topics: Standards	Textbook/Supplemental Materials	Assessments / Assignments
<p>The Big Question: <i>Is conflict always bad?</i></p> <p>Selection: “Zlateh the Goat” (830L) OR “The Old Woman Who Lived with the Wolves” (1310L)</p> <p>Writing Text Form: Argumentative * Speech</p> <p><i>*(Look at format in Pearson on p. 241. Although the book calls it “persuasive,” the writing lesson calls for counterarguments, thus making this writing activity argumentative. Use the term “argumentative” with students. *)</i></p> <p>Standards: Reading for Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Prefixes • Answer literal, • inferential, evaluative and synthesizing questions • Literary analysis; conflict and 	<p>Week 1 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 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 towards resolution.</p> <p>Reading for Literature: Integration of Knowledge and Ideas</p> <p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Writing: Text Types and Purposes</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim and organize the reasons and evidence clearly.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <p>Time and Resource Manager pp. 218a- 218d</p> <ul style="list-style-type: none"> • Before You Read pp. 218-219 Make Inferences Inference Chart Conflict and Resolution Think Aloud p. 219 • Writing About the Big Question p. 220 OR p. 232 • Vocabulary and Word Study p. 220 OR p. 232 • Meet the Author p. 221 OR p. 233 • “Zlateh the Goat” pp. 222-230 OR “The Old Woman Who Lived with the Wolves” pp. 234-238 • After You Read p. 231 OR p. 239 Make Inferences Inference Chart Conflict and Resolution • Integrated Language Skills Grammar: Principal Parts of Verbs p. 240 • Integrated Language Skills Speech p. 241 Compare-and-Contrast Chart p. 241 • Test Practice: Reading-Make Inferences pp. 242-243 	<p>Reading Literature/ Informational Text</p> <p>Reading Warm-ups Guided or Independent Reading</p> <p>Writing</p> <p>Bellringers</p> <ul style="list-style-type: none"> • Writing About the • Big Question <p>Speaking and Listening</p> <p>Class Discussions</p> <ul style="list-style-type: none"> • Presenting an • Argumentative Speech • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Grammar: Principal Parts of Verbs • Vocabulary and Word Study Vocabulary Warm-up Vocabulary • Builder Vocab-o- • Gram <p><i>Vocabulary Central</i> Vocabulary</p> <ul style="list-style-type: none"> • Music • Games • Worksheets • <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Reading–Make

<p>resolution</p> <ul style="list-style-type: none"> • Argumentative Speech • Principal parts of verbs 		<p>a. Apply RL6.9 standard.</p> <p>Language: Conventions of Standard English L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Vocabulary Acquisition and Use L.6.4 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. 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><i>Unit 2 Resources pp. 62-98</i></p> <ul style="list-style-type: none"> • Reading Warm-ups pp. 64-65 OR pp. 82-83 • Vocabulary Warm-ups pp. 62-63 OR pp. 80-81 • Writing About the Big Question p. 66 OR p. 84 • Vocabulary Builder p. 69 OR p. 87 • Reading: Use Prior Knowledge to Make Inferences p. 67 OR p.85 • Literary Analysis: Conflict and Resolution p. 68 OR p. 86 • Enrichment: A map of Poland p.70 OR Reintroducing Wolves p. 88 • Integrated Language Skills: Grammar p. 89 • Integrated Language Skills: Research p. 90 • Open-Book Test pp. 71-73 OR pp. 92-94 • Selection Test A pp. 74-76 OR pp. 95-97 • Selection Test B pp. 77-79 OR pp. 98-100 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers pp. 45-50 • Bellringers Days 1-5 pp. 16-17 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocab-o-Gram pp. 39-40 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice/esadmin/glogin.do</p> <ul style="list-style-type: none"> • Principal Parts of Verbs p. 481 and p. 722 	<p>Inferences</p> <p>Open-Book Test</p> <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Self-test
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<p>The Big Question: <i>Is conflict always bad?</i></p> <p>Selections: "Becky and the Wheels-and-Brake Boys" (630L) AND "The Southpaw" (650L)</p> <p>Writing Text Form: Comparing and Contrasting Essay</p> <p>Standards: Reading for Literature; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Text Features • Critical Comparisons • Author's Technique • Irregular Verbs 	<p>Week 2 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 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 towards resolution.</p> <p>Reading for Literature: Craft and Structure</p> <p>RL.6.4 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>Writing: Text Types and Purposes W.6.2 Write informative/explanatory</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Comparing Characters' Motives p. 250 • Vocabulary p. 250 • Think Aloud p. 250 • Writing About the Big Question p. 251 • Meet the Authors p. 251 • "Becky and the Wheels –and- Brake Boys" pp. 252-259 • "The Southpaw" pp. 260-262 • After you Read p. 263 Writing to Compare Literary Works <p><i>Unit 2 Resources pp. 101-117</i></p> <ul style="list-style-type: none"> • Vocabulary Warm-ups pp. 101-102 • Reading Warm-ups pp. 103-104 • Writing About the Big Question p. 105 • Comparing Characters' Traits and Motives p. 106 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Reading Warm-ups • Guided or Independent Reading • Critical Thinking <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Writing to Compare Literary Works <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Think Aloud: Context Clues <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary Builder • Vocabulary Knowledge Rating

<ul style="list-style-type: none"> Context Clues 		<p>texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> Vocabulary Builder p. 107 Support for Writing an Essay p. 108 Open-Book Test pp. 109-111 Selection Test A pp. 112-114 Selection Test B pp. 115-117 Benchmark Test 3 p.120 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> Graphic Organizers pp. 51-55 Bellringers Days 1-3 p. 20 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> Vocabulary Knowledge Rating Chart pp. 32-33 Anticipation Guide pp. 36-38 Word Forms pp. 41-42 <p>Technology</p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> Vocabulary Flashcards Interactive Journals More about the Authors Selection Audio Interactive Graphic Organizers 	<p>Chart</p> <ul style="list-style-type: none"> Word Form Chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Selection Test A Selection Test B Open-Book Test Benchmark Test 3 Rubrics for Writing Self-Assessment
<p>The Big Question: <i>Is conflict always bad?</i></p> <p>Selections: "The Circuit" (730L) OR "The All-American Slurp" (870L)</p> <p>Writing Text Form: Descriptive</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p>	<p>Weeks 3 - 4 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Writing: Text Forms and Purposes W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Time and Resource Manager p. 270a-d Before You Read p. 270 Draw Conclusions Theme Theme Map Writing About the Big Question p. 272 OR p. 284 Vocabulary and Word Study p. 272 OR p. 284 Meet the Author p. 273 OR p. 285 "The Circuit" pp. 274-282 OR "The All-American Slurp" pp. 286-296 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> Reading Warm-up Guided or Independent Reading Critical Thinking <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question Writing a Character Description Writing an Interview <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discussion Guide

<p>Skills:</p> <ul style="list-style-type: none"> • Theme • Drawing Conclusions • Verb Tenses • Writing a Character Description • Writing an Interview • Comparing Texts 		<p>descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.6.4 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>Language: Conventions of Standard English L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Vocabulary Acquisition and Use L.6.4 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. 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"> • After You Read p. 283 OR p. 297 - Draw Conclusions & Theme • Integrated Language Skills: Grammar: Simple Verb Tenses pp. 298-299 • Integrated Language Skills: Write a Description of a Character • Integrated Language Skills: Listening and Speaking • Test Practice: Reading—Draw Conclusions pp. 332-333 • Writing for Assessment: Comparing Texts p. 332 <p><i>Unit 2 Resources pp. 127-165</i></p> <ul style="list-style-type: none"> • Vocabulary Warm-ups pp. 127-128 OR pp. 145-146 • Reading Warm-ups pp. 129-130 OR pp. 147-148 • Writing About the Big Question p. 131 OR p. 149 • Reading: Ask Questions to Identify Supporting Details p. 132 OR p. 150 • Literary Analysis: Theme p. 133 OR p. 151 • Vocabulary Builder p. 134 OR p. 152 • Grammar: Verbs p. 154 • Support for Writing a Character Description p. 155 • Open-Book Test pp. 136-138 OR pp. 157-159 • Selection Test A pp. 139-141 OR pp. 160-162 • Selection Test B pp. 142-144 OR pp. 163-165 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers p. 56 OR p. 57, p. 58, pp. 59-60 OR pp. 61-62 	<ul style="list-style-type: none"> • Class Discussions • Interview • Comparing Texts <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary and Word Study • Vocabulary Builder <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Reading—Draw Conclusions • Writing for Assessment: Comparing Texts • Open-Book Test • Selection Test A • Selection Test B • Self-test
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<p>The Big Question: <i>What is important to know?</i></p> <p>Novel Unit: <i>The Great Fire</i></p>	<p>Weeks 4 - 8 Periods: 17</p>	<p>Reading for Informational Text: Key Ideas and Details RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Novel Unit: <i>The Great Fire</i></p> <p>Novel Study <i>The Great Fire</i></p> <ul style="list-style-type: none"> • Novel Unit in curriculum guide 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Maps, Charts and Tables

<p>Writing Text Form: Informational/Explanatory</p> <p>Writing Prompt: What is important to know? After reading <i>The Great Fire</i> on the Chicago Fire of 1871, write an essay that examines the causes of the fire’s mass destruction and explains the effects the fire had on the City of Chicago. What conclusions or implications can you draw? Support your answer with evidence from the text. (Informational/Explanatory)</p> <p>Standards: Reading for Informational Text; Writing; Speaking and Listening; Language</p>		<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Reading for Informational Text: Craft and Structure RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas RI.6.7 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>Writing: Text Types and Purposes W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to</p>	<p>Writing Prompt: What is important to know? After reading <i>The Great Fire</i> on the Chicago Fire of 1871, write an essay that examines the causes of the fire’s mass destruction and explains the effects the fire had on the City of Chicago. What conclusions or implications can you draw? Support your answer with evidence from the text. (Informational/Explanatory)</p> <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservic esadmin/glogin.do</p> <ul style="list-style-type: none"> • The Writing Process pp.4-32 Beginning Paragraphs p. 394 • Middle Paragraphs pp. 396 – 397 • Ending Paragraphs p. 398 • Revising p. 402 • Primary and Secondary • Sources pp. 364 - 365 	<ul style="list-style-type: none"> • Author Information • Genre • Cause and Effect • Comparing Original Text to a Summary Alternative • Graphic Organizers <p>Writing</p> <ul style="list-style-type: none"> • Portfolio Prompt • The Writing Process • Compare and Contrast • Text-Dependent Questions <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Discussion Questions <p>Language</p> <ul style="list-style-type: none"> • Metaphors and Similes • Personification <p>Assessments</p> <ul style="list-style-type: none"> • Alternative Assessments/ Rubrics and Checklists • Unit Test • Portfolio Assessment
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	<p>clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Writing: Production and Distribution of Writing W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectation for writing type is defined above.) W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p> <p>Writing: Research to Build and Present Knowledge W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.6.4 Present claims and findings,</p>		
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		<p>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>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify meaning.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: Conventions of Standard English</p> <p>L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>		
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		pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
<p>The Big Question: <i>Is conflict always bad?</i></p> <p>Selections: Informational Texts “Race to the End of the Earth” AND “Gold Rush: The Journey by Land”</p> <p>Writing Text Form: Expository</p> <p>Standards: Reading for Informational Text</p> <p>Skills:</p> <ul style="list-style-type: none"> • Summarize • Draw Conclusion • Informational Text • Comparing Text 	<p>Week 8 Periods: 3</p>	<p>Reading for Informational Text: Key Ideas and Details RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Reading Skill: Analyze Compare-and-Contrast Organization p. 334 • Think Aloud pp. 338, 340 • The Big Question p. 334 AND p. 338 • “Race to the End of the Earth” pp. 335-338 AND “Gold Rush: The Journey by Land” pp. 339-340 • Vocabulary Development p. 336 • Test Practice: Informational Text p. 341 • Timed Writing: Write a Comparison Essay p. 341 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers p. 212 Bellringers—Days 1 & 2 p. 24 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservi/admin/glogin.do</p> <ul style="list-style-type: none"> • Using a Venn Diagram pp. 448, 537 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Guided or Independent Reading <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Write a Comparison Essay <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Informational Text
<p>The Big Question: <i>Is conflict always bad?</i></p> <p>Selections: Comparing Literary Works “The Fun They Had” (750L)</p>	<p>Week 9 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Comparing Literary Works p. 342 • Vocabulary p. 342 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Reading Warm-ups • Guided or Independent Reading

<p>AND “Feathered Friend” (1100L)</p> <p>Writing Text Form: Writing an Essay to Compare Literary Works</p> <p>Standards: Reading for Literature; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Critical Comparisons Across Text • Literal and Implied Content of Text • Comparing Setting and Theme • Writing to Compare 		<p>Reading for Literature: Craft and Structure RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p> <p>Writing: Research to Build and Present Knowledge W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply RL6.9 standard.</p>	<ul style="list-style-type: none"> • Think Aloud p. 342 • Writing About the Big Question p. 343 • Meet the Authors p. 343 • “The Fun They Had” pp. 344-347 • “Feathered Friend” pp. 348-352 • After You Read p. 353 Comparing Setting and Theme Writing to Compare Literary Works • Applying the Big Question pp. 362-363 • Connecting to the Big Question using Independent Reading p. 367 • Test Practice: Unit 2 Review pp. 368-373 <p><i>Unit 2 Resources 4, pp. 205-235</i></p> <ul style="list-style-type: none"> • Applying the Big Question p. 4 • Vocabulary Warm-ups pp. 205-206 • Reading Warm-ups pp. 207-208 • Writing About the Big Question p. 209 • Literary Analysis: Comparing Setting and Theme p. 210 • Vocabulary Builder p. 211 • Support for Writing an Essay p. 212 • Open-Book Test pp. 213-215 • Selection Test A pp. 216-218 • Selection Test B pp. 219-221 • Integrating Grammar Skills: Maintain Verb Tense p. 223 • Benchmark Test pp. 227-235 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers pp. 70- 	<ul style="list-style-type: none"> • Critical Thinking <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Writing to Compare <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Aloud • Class Discussions <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary Builder <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Unit 2 Review pp. 368-373 • Open Book Test <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Self-test • Benchmark Test
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END OF NINE WEEK PERIOD				

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