

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, Knowledge Unit**

***Big Questions: What is Important to Know?, Do We Need Words to Communicate?***

### Fiction (1 selection)

from *The Pigman & Me*

### Nonfiction (3 selections)

“Jackie Robinson: Justice at Last” **OR** “The Shutout”

“Turkeys” **OR** “Langston Terrace”

“La Lena Buena”

### Poetry (8 selections)

“Oranges” **AND** “Ode to Family Photographs”

Collection 1: “Adventures of Isabel” **AND** “Wilbur Wright and Orville Wright”  
**AND** “Ankylosaurus”

**OR**

Collection 2: “A Dream Within a Dream” **AND** “Life Doesn’t Frighten Me”  
**AND** “The Walrus and the Carpenter”

Collection 3: “Willow and Ginko” **AND** “April Rain Song” **AND** “Fame is a Bee”

**OR**

Collection 4: “Abuelito Who” **AND** “The World is Not a Pleasant Place to Be”  
**AND** “Child on Top of a Greenhouse”

### Novel/Fiction (1 selection)

- *Hoot*

### Optional Argumentative Prompt:

What is important to know? After reading the novel *Hoot*, write an argumentative essay that addresses an important issue. Give examples from past or current events or issues to illustrate and clarify your position. The issue may address concerns about the environment, your school, or your community. L2 Provide acknowledgement of competing views. (Argumentation/Analysis)

**COLUMBUS CITY SCHOOLS  
ELA GRADE 6**

<b>Knowledge Unit</b>				
<b>Unit/Topics</b>	<b>Periods</b>	<b>Strands: Topics Standard Statements</b>	<b>Textbook / Supplemental Materials</b>	<b>Assessments/Assignments</b>
<p><b>The Big Question:</b> <i>What is important to know?</i></p> <p><b>Selections:</b> "Jackie Robinson: Justice at Last" <b>OR</b> "The Shutout"</p> <p><b>Writing Text Form:</b> Informational: project draft</p> <p><b>Standards:</b> Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Comparisons with Adjectives</li> <li>• Prefixes</li> <li>• Summarize</li> <li>• Academic Vocabulary</li> </ul> <p><i>*(See edmodo.com for Common Core exemplar lessons in the "Anthology Alignment Project" group folder. Use password: <b>pkx4sp</b> to join.)</i></p>	<p><b>Week 1</b> <b>Periods: 4</b></p>	<p><b>Reading for Informational: 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 Literature: Craft and Structure</b> <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> <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: Production and Distribution of Writing</b> <b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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</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> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 418a-418b</li> <li>• Before You Read pp. 418-419 Author's Purpose Expository Essay</li> <li>• Writing About the Big Question p. 420 OR p. 426</li> <li>• Vocabulary and Word Study p. 420 OR p. 426 Meet the Authors p. 421 OR p. 427</li> <li>• "Jackie Robinson: Justice at Last" pp. 422-424 OR "The Shutout" pp. 428-432</li> <li>• After You Read p. 425 OR p. 433 Author's Purpose Expository Essay</li> <li>• Integrated Language Skills: Comparisons with Adjectives p. 434 An Instructional Presentation p. 435</li> <li>• Test Practice: Author's Purpose pp.436-437</li> </ul> <p><i>Unit 3 Resources pp. 62-100</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 62-63 OR pp. 80-81</li> <li>• Reading Warm-ups pp. 64-65 OR pp. 82-83</li> <li>• Writing About the Big Question p. 66 OR p. 84</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading Author's Purpose</li> <li>• Informational Essay</li> <li>• Meet the Authors</li> <li>• Reading Warm-ups</li> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Grammar: Comparisons with Adjectives</li> <li>• Writing a draft for Instructional Presentation</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Class Discussions</li> <li>• An Instructional Presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and Word Study</li> <li>• Vocabulary Warm-ups</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> </ul>

		<p><i>texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><b>Language: Convention 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>).  <b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Questions to Understand Author's Purpose p. 67 OR p. 85</li> <li>• Expository Essay p. 68 OR p. 86</li> <li>• Vocabulary Builder p. 69 OR p. 87</li> <li>• Support for Instructional Presentation pp. 90-91</li> <li>• Open-Book Test pp. 71-73 OR pp. 92-94</li> <li>• Selection Test A pp. 74-76 OR pp. 95-97</li> <li>• Selection Test B pp. 77-79 OR pp. 98-100</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 83 OR 84; p. 85, p. 86 OR 87, p. 88</li> <li>• Bellringers—Days 1-4 pp. 28-29</li> </ul> <p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Comparisons with Adjectives pp. 252, 487, 734.4</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Forms of Adjectives pp.163-164</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>Technology</b>  <i>Interactive Digital Path</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 Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Test Practice: Author's Purpose</li> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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<p><b>The Big Question:</b> <i>What is important to know?</i></p> <p><b>Selections:</b> “Turkeys” OR “Langston Terrace”</p> <p><b>Writing Text Form:</b> Informal Writing</p> <p><b>Standards:</b> Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Main idea and Key Details</li> <li>• Text-Dependent Questions</li> <li>• Informal writing</li> <li>• Informative Presentation</li> <li>• Adverbs</li> <li>• Suffixes</li> </ul>	<p><b>Week 1</b> <b>Periods: 1</b></p> <p><b>Week 2</b> <b>Periods: 2</b></p>	<p><b>Reading for Informational: 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. <b>RI.6.2</b> 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><b>Reading for Literature: Craft and Structure</b> <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> <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> <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</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. 468a-468d</li> <li>• Before You Read p. 469 Main Idea Author’s Influences</li> <li>• Writing About the Big Question p. 470 OR p. 478</li> <li>• Vocabulary and Word Study p. 470 OR p. 478</li> <li>• Meet the Author p. 471 OR p. 479</li> <li>• “Turkeys” pp. 472-476 OR “Langston Terrace” pp. 480-484</li> <li>• After You Read p. 447 OR p. 485 Main Idea Author’s Influence</li> <li>• Integrated Language Skills: Adverbs p. 486</li> <li>• Writing a Journal Entry p. 487</li> <li>• Informative Presentation p. 487</li> </ul> <p><i>Unit 3 Resources pp. 126-165,</i></p> <ul style="list-style-type: none"> <li>• Skills Concept Map p. 126</li> <li>• Vocabulary Warm-ups pp. 127-128 OR pp. 145-146</li> <li>• Reading Warm-ups pp. 129-130 OR pp. 147-148</li> <li>• Writing About the Big Question p. 131 OR p. 149</li> <li>• Identifying Key Details to Determine the Main Idea p. 132 OR p. 150</li> <li>• Author’s Influences p. 133 OR p. 151</li> <li>• Vocabulary Builder p. 134 OR p. 152</li> <li>• Support for Writing a Journal Entry p. 154</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Main Idea</li> <li>• Author’s Influences</li> <li>• Meet the Author</li> <li>• Reading Warm-ups</li> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Grammar: Adverbs</li> <li>• Writing a Journal Entry</li> <li>• Writing About the Big Question</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Informative Presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and Word Study</li> <li>• Vocabulary Warm-ups</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>details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language: Convention 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>• Support for Presentation p. 155</li> <li>• Integrated Language Skills: Adverbs p. 156</li> <li>• Open-Book Test pp. 136-138 OR pp. 157-159</li> <li>• Selection A Test pp. 139-141 OR pp. 160-162</li> <li>• Selection B Test pp. 142-144 OR pp. 163-165</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 94 OR 95, p. 96, p. 97 OR 98, p. 99</li> <li>• Bellringers—Days 3-5 pp. 30-31</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Anticipation Guide pp. 36-38</li> </ul> <p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Classroom Journals pp.144-145</li> <li>• Describing with Adverbs pp.490-493</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Adverbs pp.167-170</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Path</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 Activity</li> <li>• Grammar Tutorial</li> </ul>	
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			<ul style="list-style-type: none"> <li>Interactive Vocabulary Games</li> </ul>	
<p><b>The Big Question:</b> <i>What is important to know?</i></p> <p><b>Selections:</b> “La Lena Buena” OR from <i>The Pigman &amp; Me</i></p> <p><b>Writing Text Form:</b> Informative: Problem and Solution Essay</p> <p><b>Standards:</b> Reading for Literature OR Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Main Idea</li> <li>Mood</li> <li>Informational Essay</li> <li>Conjunctions and Interjections</li> <li>Roots</li> </ul>	<p><b>Week 2</b> <b>Periods: 2</b></p> <p><b>Week 3</b> <b>Periods: 4</b></p>	<p><b>Reading 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. (from <i>The Pigman &amp; Me</i>)</p> <p><b>Reading 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. (from <i>The Pigman &amp; Me</i>)</p> <p><b>Reading for Informational Text: Key Ideas and Details</b> <b>RI.6.2</b> 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. (“La Lena Buena”)</p> <p><b>Reading for Informational Text: Craft and Structure</b> <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. (“La Lena Buena”)</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. 488a -488d</li> <li>Before You Read p. 489 Main Idea Mood</li> <li>Writing About the Big Question p. 490 OR p. 496</li> <li>Vocabulary and Word Study p. 490 OR p. 496</li> <li>Meet the Author p. 491 OR p. 497</li> <li>“La Lena Buena” pp. 492-494 OR from <i>The Pigman &amp; Me</i> pp. 498-506</li> <li>After You Read p. 495 OR p. 507 Main Idea Mood</li> <li>Integrated Language Skills: Conjunctions and Interjections p. 508</li> <li>Write a Problem-and-Solution Essay p. 509</li> <li>Hold an Informal Discussion p. 509</li> <li>Test Practice: Main Idea pp. 510-511</li> </ul> <p><i>Unit 3 Resources pp. 193-195, 166-183 OR pp. 184-204</i></p> <ul style="list-style-type: none"> <li>Vocabulary Warm-ups pp. 166-167 OR pp. 184-185</li> <li>Reading Warm-ups pp. 168-169 OR pp. 186-187</li> <li>Writing About the Big Question p. 170 OR p. 188</li> <li>Determine Main Idea p. 171 OR p.</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>Guided or Independent Reading</li> <li>Main Idea</li> <li>Mood</li> <li>Meet the Author</li> <li>Reading Warm-ups</li> <li>Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>Writing About the Big Question</li> <li>Grammar: Conjunctions and Interjections</li> <li>Writing a Problem-and-Solution Essay</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Think Aloud</li> <li>Class Discussions</li> <li>Informal Discussion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Word Study</li> <li>Vocabulary Warm-ups</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: Main Idea</li> </ul>

		<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.  <b>a.</b> 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>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</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.  <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.  <b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.  <b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>189</p> <ul style="list-style-type: none"> <li>• Mood p. 172 OR p. 190</li> <li>• Vocabulary Builder p. 173 OR p. 191</li> <li>• Support for Writing a Problem-and-Solution Essay p. 193</li> <li>• Support for Informal Discussion p. 194</li> <li>• Integrated Language Skills: Conjunctions and Interjections p. 195</li> <li>• Open-Book Test pp. 175-177 OR pp. 196-198</li> <li>• Selection Test A pp. 178-180 OR pp. 199-201</li> <li>• Selection Test B pp. 181-183 OR pp. 202-204</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 100 OR p. 101, p. 102, p. 103 OR p. 104, p. 105</li> <li>• Bellringers—Days 1-5 pp. 32-33</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Anticipation Guide pp. 36-38</li> <li>• Rubric for Self-Assessment: Problem-Solution Essays pp. 244-245</li> </ul> <p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Conjunctions and Interjections pp. 496-498 &amp; p. 746</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Interjections pp. 171-172</li> <li>• Conjunctions pp. 175-179</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> <li>• Selection Summary Audio</li> </ul>	<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>
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		<p><b>Language: Convention 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: 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.6.4</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>	<ul style="list-style-type: none"> <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 Activity</li> <li>• Grammar Tutorial</li> <li>• Interactive Vocabulary Games</li> </ul>	
<p>Novel Unit “Hoot” (760L)</p> <p><b>The Big Question:</b>  <i>What is important to know?</i></p> <p><b>Selections:</b>  <i>Hoot</i></p> <p><b>Writing Text Form:</b>  Argumentation</p> <p><b>Standards:</b>  Reading for Literature;  Writing; Speaking and  Listening; Language</p>	<p><b>Week 3</b>  <b>Periods: 1</b></p> <p><b>Week 4</b>  <b>Periods: 5</b></p> <p><b>Week 5</b>  <b>Periods: 4</b></p> <p><b>Week 6</b>  <b>Periods: 4</b></p> <p><b>Week 7</b>  <b>Periods: 5</b></p>	<p><b>Reading 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.6.2</b> Determine the 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.  <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><i>CCS Novel Lessons</i></p> <p><i>Hoot</i> by Carl Hiaasen</p> <p>Argument</p> <ul style="list-style-type: none"> <li>• Writing Prompt in Novel Unit</li> <li>• (CCS Webpage -Curriculum Page)</li> </ul> <p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>  Literary Terms pp. R13 – R20</p> <ul style="list-style-type: none"> <li>• Tips for Literature Circles p. R21</li> <li>• “Preserving a Great American Symbol” pp. 439 – 440.</li> </ul>	<p><b>Reading Literature/ Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Text Annotation</li> <li>• Citing Evidence from Text</li> <li>• Character Posters</li> <li>• Plot Lines</li> <li>• Internal and External Conflict</li> <li>• Summarizing</li> <li>• Point of View</li> <li>• Connotation and Denotation</li> <li>• Figurative Language</li> </ul>



<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Text-Dependent Questions</li> <li>• Conflict</li> <li>• Characterization</li> <li>• Central Idea</li> <li>• Theme</li> <li>• Point of View</li> <li>• Plot</li> <li>• Irony</li> <li>• Summarization Context</li> <li>• clues Similes</li> <li>• Connotation</li> <li>• Tone</li> <li>• Tier Two Vocabulary</li> <li>• Word Choice</li> <li>• The Writing Process</li> </ul>		<p><b>Reading 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.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from the argument presented.</p> <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</p>	<p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Understanding the Writing Process pp. 5 – 10</li> <li>• Research Skills pp. 363 – 367</li> <li>• Keys to Effective Writing and Writing: The Beginning Paragraph pp. 233-235 (<i>Make sure to adjust this page to argument instead of persuasion.</i>)</li> <li>• Tips on Writing a Draft and Developing Middle and Ending Paragraphs pp. 236-238</li> <li>• The Parts of a Paragraph pp. 524-525</li> <li>• Revising for <i>Voice</i> pp. 244 – 245</li> <li>• Revising for <i>Word Choice</i> pp. 246 – 247</li> <li>• Edit Portfolio Writing using Keys to Effective Editing and Checklist for Conventions pp. 251-254</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• <b>Portfolio Prompt – Argument</b></li> <li>• Review the Writing Process</li> <li>• Prewriting</li> <li>• Researching</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>• Small Group Collaborations</li> <li>• Literature Circle</li> <li>• Speech <b>OR</b> Debate</li> <li>• Peer Feedback</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Word Choice</li> <li>• Similes</li> <li>• Context Clues</li> <li>• Tier Two Vocabulary</li> <li>• Tier Three Vocabulary</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Close Reading</li> <li>• Text-Dependent Questions</li> <li>• Formative Classroom and/or Individual Discussions</li> <li>• Argumentative Essay</li> </ul>
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		<p>expectations for writing type are defined in standard 1 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</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>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>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively,</p>		
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		<p>orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b></p> <p><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>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Conventions 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> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell correctly.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><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>,</p>		
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		<p>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>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**UNIT 4**

<p><b>The Big Question:</b> <i>Do we need words to communicate?</i></p> <p><b>Selections:</b> Introducing the Big Question; Introduction to Poetry; Learning About Poetry; Model Selection: Poetry ; “Oranges” AND “Ode to Family Photographs”</p> <p><b>Writing:</b> Author Research</p>	<p><b>Week 8</b> <b>Periods: 2</b></p>	<p><b>Reading 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.</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; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</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. 548-549</li> <li>• Introduction: Poetry pp. 550-551</li> <li>• Meet the Author p. 551</li> <li>• Learning About Poetry pp. 552-553</li> <li>• Model Selection: Poetry p. 554</li> <li>• “Oranges” pp. 555-556</li> <li>• “Ode to Family Photographs” pp. 557-558</li> <li>• After You Read p. 559 Critical Thinking Questions Poetry Review</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>• Poetry</li> <li>• Graphic Organizers</li> <li>• Poetry Review</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Research the Author</li> </ul>
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<p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Narrative Poetry</li> <li>• Lyric Poetry</li> <li>• Imagery</li> <li>• Sensory Language</li> <li>• Academic Vocabulary</li> </ul>		<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: Vocabulary Acquisition and Use</b> <b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Research the Author Poster</p> <p><i>Unit 4 Resources pp. 1-22</i></p> <ul style="list-style-type: none"> <li>• Big Question Vocabulary pp. 1-3</li> <li>• Applying the Big Question p. 4</li> <li>• Poetry Skills Concept Map p. 5</li> <li>• Vocabulary Warm-ups pp. 7-8</li> <li>• Reading Warm-ups pp. 9-10</li> <li>• Gary Soto: Listening and Viewing p. 11</li> <li>• Learning About Poetry p. 12</li> <li>• Model Selection: Poetry p. 13</li> <li>• Open-Book Test pp. 14-16</li> <li>• Selection Test A pp. 17-19</li> <li>• Selection Test B pp. 20-22</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers pp. 111-112</li> <li>• Bellringers—Days 1-3 p. 36</li> </ul> <p><i>Write Source/eEdition</i> <a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Poems pp. 353-354</li> <li>• Sensory Chart p. 792</li> </ul> <p><b>Technology</b> <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> <li>• Big Question video</li> <li>• Illustrated vocabulary words</li> <li>• Interactive vocabulary games</li> <li>• BQ Tunes</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>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Gary Soto: Listening and Viewing</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Big Question Vocabulary</li> <li>• Vocabulary Warm-ups</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>
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<p><b>The Big Question:</b> <i>Do we need words to communicate?</i></p> <p><b>Selections: Poetry Collection 1 or Poetry Collection 2</b> “Adventures of Isabel” AND “Wilbur Wright and Orville Wright” AND “Ankylosaurus”</p> <p><b>OR</b></p> <p>“A Dream Within a Dream” AND “Life Doesn’t Frighten Me” AND “The Walrus and the Carpenter”</p> <p><b>Writing Text Form:</b> Argument: letter</p> <p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Rhythm and Rhyme</li> <li>• Context Clues</li> <li>• Simple and Compound subjects</li> <li>• Roots</li> </ul>	<p><b>Week 8 Periods: 3</b></p> <p><b>Week 9 Periods: 1</b></p>	<p><b>Reading 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>Reading for Literature: Integration of Knowledge and Ideas</b></p> <p><b>RL.6.9</b> 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><b>Writing: Text Types and Purposes</b></p> <p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>Language: Vocabulary Acquisition and Use</b></p> <p><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>,</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. 560a-560d</li> <li>• Before You Read p.561 Context Clues Rhythm and Rhyme</li> <li>• Writing About the Big Question p. 562 OR p. 570</li> <li>• Vocabulary and Word Study p. 562 OR p. 570</li> <li>• Meet the Authors pp. 563 OR pp. 571</li> <li>• “Adventures of Isabel” pp. 564-565 AND “Wilbur Wright and Orville Wright” pp. 566-568; AND “Ankylosaurus” p. 568 OR “A Dream Within A Dream” p. 573 AND “Life Doesn’t Frighten Me” pp. 574-575 AND “The Walrus and the Carpenter” pp. 576-580</li> <li>• After You Read p. 569 OR p. 581 Context Clues Rhythm and Rhyme</li> <li>• Integrated Language Skills: Simple and Compound Subjects p. 582</li> <li>• Letter to an Author p. 583</li> <li>• Illustrated Booklet p. 583</li> </ul> <p><i>Unit 4 Resources pp. 23-40 OR pp. 41-49 AND pp. 53-61; pp. 50-52</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 23-24 OR pp. 41-42</li> <li>• Reading Warm-ups pp. 25-26 OR pp. 43-44</li> <li>• Writing About the Big Question p. 27 OR p. 45</li> <li>• Ask Questions to Use Context Clues p. 28 OR p. 46</li> <li>• Rhythm and Rhyme p. 29 OR p. 47</li> <li>• Vocabulary Builder p. 30 OR p. 48</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>• Context Clues</li> <li>• Rhythm and Rhyme</li> <li>• Meet the Authors</li> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Grammar: Simple and Compound Subjects</li> <li>• Poetry Booklet</li> <li>• Writing a Letter to an Author</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 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>
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		<p>choosing flexibly from a range of strategies.</p> <p><b>a.</b> 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>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>• Integrated Language Skills: Simple and Compound Subjects p. 50</li> <li>• Support for Writing a Letter to an Author p. 51</li> <li>• Support for Extend Your Learning: Poetry Booklet p. 52</li> <li>• Open-Book Test pp. 32-34 OR pp. 53-55</li> <li>• Selection A Test pp. 35-37 OR pp. 56-58</li> <li>• Selection B Test pp. 38-40 OR pp. 59-61</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizer: Context Clues p. 113 OR p. 114; p. 115</li> <li>• Graphic Organizer: Literary Analysis—Rhyme p. 116 OR p. 117; p. 118</li> <li>• Bellringers—Days 1-5 pp. 38-39</li> </ul> <p><i>Write Source/eEdition</i></p> <p><a href="https://secure.greatsource.com/eservicesadm in/glogin.do">https://secure.greatsource.com/eservicesadm in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Poems pp. 355-359</li> <li>• Simple and Compound Subjects pp. 515-517</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Types of Sentences pp.101-106</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Path</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> </ul>	
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			<ul style="list-style-type: none"> <li>• Internet Activity</li> <li>• Grammar Tutorials</li> <li>• Interactive Vocabulary Games</li> </ul>	
<p><b>The Big Question:</b> <i>Do we need words to communicate?</i></p> <p><b>Selection: Poetry Collection 3 or Poetry Collection 4</b> “Willow and Ginkgo” AND “April Rain Song” AND “Fame is a Bee”</p> <p><b>OR</b></p> <p>“Abuelito Who” AND “The World is Not a Pleasant Place to Be” AND “Child on Top of a Greenhouse”</p> <p><b>Writing Text Form:</b> Narrative: poem</p> <p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Poetry</li> <li>• Suffixes</li> <li>• Figurative Language</li> <li>• Sentence Types</li> <li>• Dramatic Reading</li> </ul>	<p><b>Week 9</b> <b>Periods: 4</b></p>	<p><b>Reading 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>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> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</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.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</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. 584a-584d</li> <li>• Before You Read p.585 Context Clues Figurative Language</li> <li>• Writing About the Big Question p. 586 OR p. 592</li> <li>• Vocabulary and Word Study p. 586 OR p. 592</li> <li>• Meet the Authors p. 587 OR 593</li> <li>• “Willow and Ginkgo” p. 588 AND “April Rain Song” p. 589 AND “Fame is a Bee” p. 590 OR “Abuelito Who” p. 594 AND “The World is Not a Pleasant Place to Be” p. 595 AND “Child on Top of a Greenhouse” p. 596</li> <li>• After You Read p. 591 OR 597 Context clues Figurative Language Vocabulary</li> <li>• Integrated Language Skills: Sentence Types pp. 598 -599</li> <li>• Write a Poem p. 599</li> <li>• Prewriting for Exposition p. 599</li> <li>• Prepare a Dramatic Poetry Reading p. 599</li> <li>• Test Practice: Context Clues pp. 600-601</li> </ul> <p><i>Unit 4 Resources pp. 62-79 OR pp. 80-87 AND pp. 92-100; AND, pp. 89-91</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups pp. 62-63 OR pp. 80-81</li> <li>• Reading Warm-ups pp. 64-65 OR pp. 82-83</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>• Poetry</li> <li>• Context Clues</li> <li>• Figurative Language</li> <li>• Meet the Authors</li> <li>• Graphic Organizers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Grammar: Sentence Types</li> <li>• Writing a Poem</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Class Discussions</li> <li>• Dramatic Poetry Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Word Study</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: Context Clues</li> </ul>



		<p><b>Language: Knowledge of Ideas</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.6.4</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>a.</b> 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>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><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Writing About the Big Question p. 66 OR p. 84</p> <ul style="list-style-type: none"> <li>• Use Context Clues p. 67 OR p. 85</li> <li>• Figurative Language p. 68 OR p. 86</li> <li>• Vocabulary Builder p. 69 OR p. 87</li> <li>• Integrated Language Skills:</li> <li>• Sentence Functions p. 89</li> <li>• Support for Writing a Poem with Figurative Language p. 90</li> <li>• Support for Extend Your Learning: Poetry Reading p. 91</li> <li>• Open-Book Test pp. 71-73 OR pp. 92-94</li> <li>• Selection Test A pp. 74-76 OR pp. 95-97</li> <li>• Selection Test B pp. 77-79 OR pp. 98-100</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers p. 119 OR p. 120; 121; pp. 122-123 OR pp. 124-125</li> <li>• Bellringers—Days 1-5 pp. 40-41</li> </ul> <p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesad m in/glogin.do">https://secure.greatsource.com/eservicesad m in/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Poems pp. 360-361</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Sentence Types pp. 515-518</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> <li>• Selection Summary Audio</li> <li>• Selection Audio</li> <li>• Get Connected Videos</li> <li>• Background Videos</li> <li>• More About the Author</li> <li>• Vocabulary Flashcards</li> <li>• Interactive Graphic Organizers</li> <li>• Self-test</li> <li>• Internet Activity</li> <li>• Grammar Tools</li> <li>• Interactive Vocabulary Games</li> </ul>	<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> <li>•</li> </ul>
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\* This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules

