

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, Who Are We Unit

Big Questions: How Do We Decide Who We Are?, How Much Do Our Communities Shape Us?

Fiction (11 selections)

“Black Cowboy, Wild Horses”
“The Tiger Who Would Be King”
“The Ant and the Dove”
“The Lion and the Bulls”
“A Crippled Boy”
“Arachne”
Prologue from *The Whale Rider*
“Mowgli’s Brothers”
from *James and the Giant Peach*
“Why the Tortoise’s Shell Is Not Smooth”
“He Lion, Bruh Bear, and Bruh Rabbit”

Nonfiction (3 selections)

“NASA Finally Goes Metric”
“Metric Metric: It’s so nice, we’ll say it twice!”
“Happiness is a Charming Charlie Brown at Orlando Rep”

Dramatic Literature (2 selections)

“Gluskabe and Old Man Winter”
from *You’re a Good Man Charlie Brown*

Novel / Nonfiction

Freedom Walkers: The Story of the Montgomery Bus Boycott

Optional Informative/Explanatory Prompt:

After reading the novel *Freedom Walkers*, write an essay on the Montgomery Bus Boycott’s historical significances on the Civil Rights Movement in the United States. L2 What conclusion or implications can you draw?

**COLUMBUS CITY SCHOOLS
ELA GRADE 6**

Who Are We Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
UNIT 5				
<p>The Big Question: <i>How do we decide who we are?</i></p> <p>Model Selection: "Gluskabe and Old Man Winter"</p> <p>Writing Text Form: Informal Writing</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Character Analysis • Drama 	<p>Week 1 Periods: 3</p>	<p>Reading for Literature: Key Ideas and Details 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 toward a resolution.</p> <p>Reading for Literature: Integration of Knowledge and Ideas 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: Research to Build and Present Knowledge W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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: Knowledge of Language L.6.3 Use knowledge of language and</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Introducing the Big Question pp. 690-691 • Introduction: Drama pp. 692-693 • Meet the Author p. 693 • Learning About Drama pp. 694-695 • Model Selection: Fiction: "Gluskabe and Old Man Winter" pp. 697-702 • After You Read p. 703 • Critical Thinking Character Chart • Plan a Storytelling Program <p><i>Unit 5 Resources pp. 1-22</i></p> <ul style="list-style-type: none"> • Big Question Vocabulary pp. 1-3 • Applying the Big Question p. 4 • Drama: Skills Concept Map p. 5 • Vocabulary Warm-ups pp. 7-8 • Reading Warm-ups pp. 9-10 • Listening and Viewing p. 11 • Learning About Drama p. 12 • Model Selection: Drama p. 13 • Open-Book Test pp. 14-16 • Selection Test A pp. 17-19 • Selection Test B pp. 20-22 	<p>Reading Drama</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Reading Warm-ups • Drama • Meet the Author • Graphic Organizers • Character Chart <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Listening and Viewing • Storytelling Program <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups <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"> • Open-Book Test • Selection Test A • Selection Test B • Self-test

		its conventions when writing, speaking, reading, or listening.	<p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers pp. 148-149 • Bellringers—Days 1-3 p. 42 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocab-o-Gram Chart p. 40 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice_admin/gslogin.do</p> <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Selection Summary Audio • Selection Audio • BQ Tunes • Meet the Author Video • Big Question Video • Drama Video • Illustrated Vocabulary Words • Vocabulary Flashcards • Interactive Journals • Interactive Graphic Organizers • Interactive Vocabulary Games • Self-test 	
<p>The Big Question: <i>How do we decide who we are?</i></p> <p>Novel Unit: <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i></p> <p>Writing Text Form: Informational / Explanatory</p> <p>Writing Prompt: After reading the novel <i>Freedom Walkers</i>, write an essay on the</p>	<p>Week 1 Periods: 2</p> <p>Week 2 Periods: 5</p> <p>Week 3 Periods: 5</p> <p>Week 4 Periods: 5</p>	<p>Reading for Information: Key Ideas and Details</p> <p>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>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>RI.6.3 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>Novel Study <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i></p> <ul style="list-style-type: none"> • Novel Unit in curriculum guide <p>Writing Prompt: After reading the novel <i>Freedom Walkers</i>, write an essay on the Montgomery Bus Boycott's historical significances on the Civil Rights Movement in the United States.</p> <p>L2 What conclusion or implications can you draw?</p> <p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p>	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Cause and Effect • Compare and Contrast • Text Dependent Questions • Connotation • Summarizing • Close Reading • Development of Central Ideas <p>Writing</p> <ul style="list-style-type: none"> • Prompt • The Writing Process • Text-Dependent Questions

<p>Montgomery Bus Boycott's historical significances on the Civil Rights Movement in the United States. L2 What conclusion or implications can you draw?</p> <p>Standards: Reading for Informational Text; Writing, Speaking and Listening; Language</p>		<p>Reading for Information: 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. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Reading for Information: 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. RI.6.8 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. RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</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.</p>	<p>https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Vocabulary Workshop: Connotation and Denotation pp. 678 - 679 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice/sadmin/glogin.do</p> <ul style="list-style-type: none"> The Writing Process pp.4-32 Quotation Marks pp. 598,600 Revising p. 402 Editing p. 404 Primary and Secondary Sources pp. 364 - 365 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Class Discussions Discussion Questions <p>Language</p> <ul style="list-style-type: none"> Conventions of English Language Vocabulary <p>Assessments</p> <ul style="list-style-type: none"> Exit tickets Quick writes Daily Assignments Informational Text Portfolio Rubric
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		<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Writing: Production and Distribution of Writing</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p> <p>W.6.8 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>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims</p>		
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		<p>that are supported by reasons and evidence from claims that are not”).</p> <p>Speaking and Listening: Comprehension and Collaboration SL.6.1 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>a. 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. 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>c. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</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>L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>		
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		<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 <i>grade 6 reading and content</i>, 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>L.6.5 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>L.6.6 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>The Big Question: <i>How do we decide who we are?</i></p> <p>Selections: "NASA Finally Goes Metric" AND "Metric Metric: It's So Nice We'll Say It Twice!"</p> <p>Writing: Argument (<i>The text refers to this as "persuasive."</i> <i>Change the language to "argument" and "claims."</i></p>	<p>Week 5 Periods: 3</p>	<p>Reading for Information: Key Ideas and Details</p> <p>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>Reading for Information: Craft and Structure.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Reading Skill: Evaluate Evidence p. 782 • "NASA Finally Goes Metric" pp. 782-784 • "Metric Metric: It's So Nice, We'll Say It Twice!" pp. 785- 786 • Vocabulary Development p. 786 • Compare Informational Texts p. 787 • Write an Essay Evaluating the Author's Evidence p. 787 <p><i>Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers—Days 3-4 pp. 42- 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Reading Skill: Evaluate Evidence <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing an Essay Evaluating the Author's Evidence <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Think Aloud

Standards: Reading for Information; Writing Skills: <ul style="list-style-type: none"> • Author's point of view • Evaluating evidence • Compare and contrast 			43 <i>Write Source/eEdition</i> https://secure.greatsource.com/eservice/sadmin/glogin.do <ul style="list-style-type: none"> • Classification Essay pp. 199-202 	Language <ul style="list-style-type: none"> • Vocabulary Development Assessments <ul style="list-style-type: none"> • Test Practice: Informational Texts
The Big Question: <i>How do we decide who we are?</i> Selections: from <i>You're a Good Man Charlie Brown</i> AND "Happiness is a Charming Charlie Brown at Orlando Rep" Standards: Reading for Literature; Reading for Information; Language Skills: <ul style="list-style-type: none"> • Make critical comparisons across texts • Author's point of view 	Week 5 Period: 1 Week 6 Periods: 2	Reading for Literature: Key Ideas and Details RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading for Literature: Craft and Structure RL.6.6 Explain how an author develops the point of view of narrator or speaker in a text. Reading for Information: Craft and Structure. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Reading for Information: Integration of Knowledge and Ideas. RI.6.8 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. 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	Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com <ul style="list-style-type: none"> • Genres and Vocabulary p. 788 • Writing About the Big Question p. 789 • Meet the Authors p. 789 • from <i>You're a Good Man Charlie Brown</i> pp. 790-795 • "Happiness is a Charming Charlie Brown at Orlando Rep" pp.796-798 • After You Read p. 799 • Combining Sentences for Variety p. 805 • Applying the Big Question pp. 808-809 • Test Practice: Unit 5 Review pp. 814-819 <i>Unit 5 Resources pp. 74-104</i> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Reading Warm-ups • Writing About the Big Question p. 78 • Vocabulary Builder p. 80 • Open-Book Test pp. 82-84 • Selection A Test pp. 85-87 • Selection B Test pp. 88-90 • Integrating Grammar Skills: Combining Sentences for Variety p. 92 	Reading Literature/ Informational Text <ul style="list-style-type: none"> • Guided or Independent Reading • Reading Warm-ups • Meet the Authors • After You Read • Graphic Organizers Writing <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Grammar: Combining Sentences for Variety Speaking and Listening <ul style="list-style-type: none"> • Class Discussions Language <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary Builder • Vocabulary Workshop • Vocabulary Flashcards Assessments <ul style="list-style-type: none"> • Test Practice: Unit 5 Review • Open-Book Test • Selection Test A • Selection Test B • Unit 5: Drama,

		<p>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 (e.g., audience, auditory, audible).</p>	<ul style="list-style-type: none"> Unit 5: Drama, Benchmark Test pp. 96-104 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> Graphic Organizers pp. 159-162 Bellringers—Days 1-3 p. 44 <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 	Benchmark Test
UNIT 6				
<p>The Big Question: <i>How much do our communities shape us?</i></p> <p>Model Selection: “Black Cowboy, Wild Horses”</p> <p>Standards: Reading for Literature; Speaking and Listening</p> <p>Skills:</p> <ul style="list-style-type: none"> Critical Thinking Oral Tradition 	<p>Week 6 Periods: 3</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>RL.6.2 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>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>Speaking and Listening: Presentation of Knowledge and Ideas</p> <p>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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Introducing the Big Question pp. 822-823 Introduction: Folk Literature pp. 824-825 Learning About Folk Literature pp. 826-827 Meet the Author p. 825 Model Selection: Fiction: “Black Cowboy, Wild Horses” pp. 828-836 After you Read p. 837 Critical Thinking Oral Tradition Review A Reading of Passages <p><i>Unit 6 Resources pp. 1-22</i></p> <ul style="list-style-type: none"> Big Question Vocabulary pp. 1-3 Applying the Big Question p. 4 Themes in Folk Literature Skills Concept Map p. 5 Vocabulary Warm-ups pp. 7-8 Reading Warm-ups pp. 9-10 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> Guided or Independent Reading Reading Warm-ups Folk Literature The Oral Tradition Meet the Author Graphic Organizers <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question <p>Speaking and Listening</p> <ul style="list-style-type: none"> Class Discussions Think Aloud Partner Discussions A Reading of Passages Listening and Viewing <p>Language</p> <ul style="list-style-type: none"> Big Question Vocabulary Vocabulary Warm-ups Vocabulary Knowledge Rating Chart Word Form Chart

			<ul style="list-style-type: none"> • Listening and Viewing p. 11 • Learning About the Oral Tradition p. 12 • Model Selection: The Oral Tradition p. 13 • Open-Book Test pp. 14-16 • Selection A Test pp. 17-19 • Selection B Test pp. 20-22 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers pp. 164-165 • Bellringers—Days 1-2 pp. 45 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Word Form Chart p. 42 • K-W-L Chart p. 75 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice_sadmin/glogin.do</p> <ul style="list-style-type: none"> • Making Oral Presentations pp. 423-430 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Big Question Video • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Folk Literature Video • Interactive Journals • Interactive Graphic Organizers • Selection Audio • Self-test 	<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"> • Open-Book Test • Selection Test A • Selection Test B • Self-test
The Big Question: <i>How much do our communities shape us?</i>	Week 7 Periods: 4	Reading for Literature: Key Ideas and Details RL.6.1 Cite textual evidence to support analysis of what the text says explicitly	Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com	Reading Literature/ Informational Text <ul style="list-style-type: none"> • Guided or Independent Reading

<p>Selection: “The Tiger Who Would Be King” AND “The Ant and the Dove” OR “The Lion and The Bulls” AND “A Crippled Boy”</p> <p>Writing Text Form: Narrative</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Cause and effect • Independent and subordinate clauses • Genres: Fables 		<p>as well as inferences drawn from the text.</p> <p>Reading for Literature: Integration of Knowledge and Ideas 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 Forms and Purposes W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Writing: Research to Build and Present Knowledge W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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. SL.6.5 Include multimedia components (e.g., graphics images music, sound) and visual displays in presentations to clarify information.</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>pp. 838a-838d</p> <ul style="list-style-type: none"> • Before You Read p. 839 Cause and Effect Fables and Folk Tales • Writing About the Big Question p. 840 OR p. 846 • Meet the Authors p. 841 OR p. 847 • “The Tiger Who Would Be King” AND “The Ant and the Dove” pp. 842-845 OR “The Lion and The Bulls” AND “A Crippled Boy” 848-852 • After You Read p. 845 OR p. 853 Cause and Effect Fables and Folk Tales • Integrated Language Skills: Independent and Subordinate Clauses p. 854 • Write a Fable p. 855 • Prewriting for Research p. 855 • Prepare an Oral Report p. 855 <p><i>Unit 6 Resources pp. 23-57</i></p> <ul style="list-style-type: none"> • Vocabulary Warm-ups pp. 23-24 OR pp. 39-40 • Reading Warm-ups pp. 25-26 OR pp. 41-42 • Writing About the Big Question p. 27 OR p. 43 • Reread to Analyze Cause-and-Effect Relationships p. 28 OR p. 44 • Fables and Folk Tales p. 29 OR p. 45 • Vocabulary Builder p. 30 OR p. 46 • Integrated Language Skills: Clauses—Independent and Subordinate p. 48 • Support for Writing a Fable p. 49 • Support to Extend Your 	<ul style="list-style-type: none"> • Reading Warm-ups • Cause and Effect • Fables and Folk Tales • Graphic Organizers <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Grammar: Independent and Subordinate Clauses • Writing a Fable <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussions • Think Aloud • Prepare an Oral Report • Listening and Speaking <p>Language</p> <ul style="list-style-type: none"> • Vocabulary and Word Study • 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"> • Rubrics for Self-Assessment: Short Story • Open-Book Test Selection • Test A Selection Test B • Self-test •
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			<p>Learning: Listening and Speaking p. 50</p> <ul style="list-style-type: none"> • Open-Book Test pp. 332-334 OR pp. 51-53 • Selection Test A pp. 335-336 OR pp. 54-55 • Selection Test B pp. 337-338 OR pp. 56-57 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers p. 166 OR p. 167; p. 169 OR p. 170; pp. 168 AND p. 171 • Bellringers—Days 1-3 p. 46 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Rubrics for Self-Assessment: Short Story pp. 226-227 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice_sadmin/gslogin.do</p> <ul style="list-style-type: none"> • Making Oral presentations pp. 423-430 • Independent and Subordinate Clauses pp. 498, 515, 594.1, 698.2, 698.3, 710.1, 744.2 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Clauses pp. 69-70 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Selection Summary Audio • Selection Audio • Get Connected Video • Background Video • More About the Author • Vocabulary Flashcards • Interactive Journals • Interactive Graphic Organizers • Self-test • Internet Activity • Grammar Tutorial 	
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			<ul style="list-style-type: none"> Interactive Vocabulary Games 	
<p>The Big Question: <i>How much do our communities shape us?</i></p> <p>Selections: “Arachne” OR Prologue from <i>The Whale Rider</i></p> <p>Writing Text Form: Bibliography</p> <p>Standards: Reading for Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Latin Roots Text-Dependent Questions Genres: Myth Cause and Effect Bibliography Varying sentence lengths 	<p>Week 7 Periods: 1</p> <p>Week 8 Periods: 3</p>	<p>Reading for Literature: Key Ideas and Details RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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 toward a resolution.</p> <p>Reading for Literature: Integration of Knowledge and Ideas 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: Research to Build and Present Information W.6.8 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>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. 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Time and Resource Manager pp. 856a-856d Before You Read p. 857 Cause and Effect Myths Writing About the Big Question p. 858 OR p. 866 Vocabulary and Word Study p. 858 OR p. 866 Meet the Author p. 859 OR p. 867 “Arachne” pp. 860-864 OR “The Whale Rider” pp. 868-872 After You Read p. 865 OR p. 873 Cause and Effect Myths Integrated Language Skills: Simple, Compound, and Complex Sentences p. 874 Write a Compare-and-Contrast Essay p. 875 Prewriting for Research p. 875 Write an Annotated Bibliography p. 875 OAA Practice: Cause and Effect pp. 876-877 <p><i>Unit 6 Resources pp. 58-96</i></p> <ul style="list-style-type: none"> Vocabulary Warm-ups pp. 58-59 OR pp. 76-77 Reading Warm-ups pp. 60-61 OR pp. 78-79 Writing About the Big Question p. 62 OR p. 80 Ask Questions to Analyze Cause-and-Effect Relationships p. 63 OR p. 81 Myths p. 64 OR p. 82 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> Guided or Independent Reading Reading Warm-ups Cause and Effect Myths Graphic Organizers <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question Grammar: Simple, Compound, and Complex Sentences Write an Annotated Bibliography <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 and Word Study Vocabulary Warm-ups Vocabulary Knowledge Rating Chart Vocab-o-Gram <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: Cause and Effect Open-Book Test Selection Test A Selection Test B Self-test

			<ul style="list-style-type: none"> • Vocabulary Builder p. 65 OR p. 83 • Integrated Language Skills: Sentences—Simple, Compound, and Complex Sentence Structure p. 85 • Support for Writing a Compare-and-Contrast Essay p. 86 • Support for Extend Your Learning: Annotated Bibliography p. 87 • Open-Book Test pp. 67-69 OR pp. 88-90 • Selection Test A pp. 70-72 OR pp. 91-93 • Selection Test B pp. 73-75 OR pp. 94-96 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers p. 172 OR p. 173; p. 174; p. 175 OR p. 176; p. 177 • Bellringers—Days 4-5 p. 47 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Vocab-o-Gram p. 39 <p><i>Write Source/eEdition</i> https://secure.greatsource.com/eservice/sadmin/glogin.do</p> <ul style="list-style-type: none"> • Simple, Compound, and Complex Sentences pp. 248-249, 496, 515, 516, 517, 744.1, 744.2, 746.1 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Compound and Complex Sentences pp. 103-110 <p>Technology <i>Interactive Digital Pathway</i></p>	
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			<ul style="list-style-type: none"> • Selection Audio • Get Connected Video • Background Video • Vocabulary Flashcards • Interactive Journals • Interactive Graphic Organizers • Internet Activity • Grammar Tutorial • Interactive Vocabulary Games • Self-test 	
<p>The Big Question: <i>How much do our communities shape us?</i></p> <p>Selections: "Mowgli's Brothers" AND from <i>James and the Giant Peach</i></p> <p>Writing Text Form: Compare and Contrast Essay</p> <p>Standards: Reading for Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Text Dependent Questions • Make Critical Comparisons Across Texts • Compare Elements of Fantasy 	<p>Week 8 Periods: 2</p> <p>Week 9 Periods: 3</p>	<p>Reading for Literature: Integration of Knowledge and Ideas 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 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.</p> <p>Language: Conventions of Standard English L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Comparing Elements of Fantasy p. 884 • Writing About the Big Question p. 885 • Meet the Authors pp. 885 • Think Aloud p. 884 • "Mowgli's Brothers" pp. 886-895 • from <i>James and the Giant Peach</i> pp. 896 -904 • After You Read p. 905 • Write a Compare-and-Contrast Essay p. 905 <p><i>Unit 6 Resources pp. 97-113</i></p> <ul style="list-style-type: none"> • Vocabulary Warm-ups pp. 97-98 • Reading Warm-ups pp. 99-100 • Writing About the Big Question p. 101 • Elements of Fantasy p. 102 • Vocabulary Builder p. 103 • Writing to Compare Literary Works p. 104 • Open-Book Test pp. 105-107 • Selection Test A pp. 108-110 • Selection Test B pp. 111-113 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers pp. 178- 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> • Reading Warm-ups • Guided or Independent Reading • Literary Analysis: Elements of Fantasy • Meet the Authors <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 <p>Language</p> <ul style="list-style-type: none"> • Vocabulary and Word Study • Vocabulary Warm-ups • Vocabulary Builder • Vocabulary Knowledge Rating Chart • Word Form Chart • Vocabulary Flashcards <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games

			181 <ul style="list-style-type: none"> Bellringers—Days 1-5 pp. 58-59 <i>Professional Development Guidebook</i> <ul style="list-style-type: none"> Vocabulary Knowledge Rating Chart p. 33 Word Form Chart p. 42 Technology <i>Interactive Digital Pathway</i> <ul style="list-style-type: none"> Vocabulary Central Vocabulary Flashcards Interactive Journals Comparing a Play to Its Film Version 	<ul style="list-style-type: none"> Worksheets Assessments <ul style="list-style-type: none"> Open-Book Test Selection Test A Selection Test B
<p>The Big Question: <i>How much do our communities shape us?</i></p> <p>Selection: “Why the Tortoise’s Shell Is Not Smooth” OR “He Lion, Bruh Bear, and Bruh Rabbit”</p> <p>Writing Text Form: Informal Writing</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Suffixes Personification Analogies Commas Dramatic Reading 	<p>Week 9 Periods: 2</p> <p>Week 10 Periods: 3</p>	<p>Reading for Literature: Key Ideas and Details 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>Reading for Literature: Craft and Structure 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: 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.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.6.1 Engage effectively in a range of</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> https://www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Before You Read Purpose for Reading p. 913 Previewing Chart p. 913 Personification p. 913 Think Aloud p. 913 Writing About the Big Question p. 914 OR p. 922 Vocabulary and Word Study p. 914 OR p. 922 Meet the Author p. 915 OR p. 923 “Why the Tortoise’s Shell is Not Smooth” pp. 916-920 OR “He Lion, Bruh Bear, and Bruh Rabbit” pp. 924-928 After You Read p. 921 OR p. 929 Personification Vocabulary Analogies Integrated Language Skills: Commas p. 930 Integrated Language Skills: 	<p>Reading Literature/ Informational Text</p> <ul style="list-style-type: none"> Reading Warm-ups Guided or Independent Reading Literary Analysis: Personification Meet the Author Critical Thinking <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question Writing an Invitation <p>Speaking and Listening</p> <ul style="list-style-type: none"> Think Aloud Class Discussions Present a Dramatic Reading <p>Language</p> <ul style="list-style-type: none"> Grammar: Commas Vocabulary and Word

		<p>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>Speaking and Listening: Presentation of Knowledge and Ideas SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: Convention of Standard English L.6.2 Demonstrate command of the conventions of standard English, punctuation, and spelling when writing.</p> <p>Language: Knowledge of Language L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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. 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>Write an Invitation p. 931</p> <ul style="list-style-type: none"> Integrated Language Skills: Present a Dramatic Reading p. 931 <p><i>Unit 6 Resources pp. 123-161</i></p> <ul style="list-style-type: none"> Vocabulary Warm-ups pp. 123-124 OR pp. 141-142 Reading Warm-ups pp. 125-126 OR pp. 143-144 Writing About the Big Question p. 127 OR p. 145 Preview the Text to Set a Purpose for Reading p. 128 OR p. 146 Personification p. 129 OR p. 147 Vocabulary Builder p. 130 OR p. 148 Enrichment: Telling a Story p.131 OR Create a Folktale p.149 Integrated Language Skills: Commas p. 150 Integrated Language Skills: Support for Writing an Invitation p. 151 Integrated Language Skills: Support for Extend Your Learning: Listening and Speaking p. 152 Open-Book Test pp. 132-134 OR pp. 153-155 Selection Test A pp. 135-137 OR pp. 156-158 Selection Test B pp. 138-140 OR pp. 159-161 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> Graphic Organizers pp. 183-188 Bellringers—Days 1-5 pp. 60-61 	<p>Study</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"> Rubrics for Self-Assessment: Generic (Holistic) Writing Open-Book Test Selection Test A Selection Test B Self-test
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			<p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Rubrics for Self-Assessment: Generic (Holistic) Writing pp. 256-257 • Anticipation Guide p.38 • Vocabulary Knowledge chart p. 33 <p><i>Write Source</i></p> <p>https://secure.greatsource.com/eservice_sadmin/glogin.do</p> <ul style="list-style-type: none"> • Commas pp. 582-590 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Commas in a Series pp.7-8 <p>Technology</p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Get Connected Video • Background Video • Interactive Journals • Vocabulary Central • Self-test • Grammar Tutorial • Grammar Practice 	
END OF NINE WEEK PERIOD				

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