## Kent City Middle School Curriculum Map for: 6<sup>th</sup> Grade Reading

Duration	Unit Name/	Content &	Assessment	Literacy	Skills
	Essential Questions &	Common Core Standards		Activities	Social:
	Vocab				Language:
					Content:
4	Independent Reading	RL.6.1. Cite textual evidence to	Pre-Unit	Close Reading	Exploring genre elements
	(MAISA Unit 2)	support analysis of what the text says explicitly as well as inferences drawn	Assessment Task:		and structures
W		from the text.	Students fill out	Say Something Strategies	
е	<b>Overarching Question:</b>	nom the text.	slips that describe		Identifying as readers
е	In what ways can	RL.6.2. Determine a theme or central	recent books they	1. How do I see	
k	independent reading be	idea of a text and how it is conveyed	read and enjoyed.	myself as a	Interacting with texts
S	used to emphasize	through particular details; provide a	The teacher reads	reader?	
	interactions between	summary of the text distinct from personal opinions or judgments.	and sorts these	2. How do readers	Self-monitoring
	readers and texts?	personal opinions of Judgments.	slips, in order to	select captivating	
		RL.6.3. Describe how a particular	understand the	books to engage	
	<b>Enduring Understanding:</b>	story's or drama's plot unfolds in a	range of reader	with?	
	The independent reading	series of episodes as well as how the	identities in the	<ol><li>How do readers</li></ol>	
	workshop provides a	characters respond or change as the	class. Notice which	recognize they	
	systematic method to	plot moves toward a resolution.	students need	have become	
	support students as they	RL.6.5. Analyze how a particular	positive	stronger?	
	read on their own.	sentence, chapter, scene, or stanza	reinforcement of	4. How do readers	
	Students will learn to	fits into the overall structure of a text	their reading	stay focused on	
	organize their thinking	and contributes to the development of	identities.	what they are	
	through the use of	the theme, setting, or plot.		reading? How do	
	reading-strategy tools,	RL.6.10. By the end of the year, read	Mid-Unit Formative	they refocus when	
	kept in reading folders.	and comprehend literature, including	Assessment Task:	their attention	
	Teachers begin each	stories, dramas, and poems, in the	Spot check all	drifts?	
	session with a mini-lesson	grades 6-8 text complexity band	reading folders and	5. How do readers	
	that targets a specific	proficiently, with scaffolding as needed	hold conversations	connect with the	
	reading skill or strategy.	at the high end of the range.	with groups of	main character	
	Students are then	SL.6.1. Engage effectively in a range	students to ensure	and "fall into a	
	encouraged to silently	of collaborative discussions (one-on-	comprehension of	book"?	
	read books of their own	one, in groups, and teacher-led) with	reading strategies.	6. How does	
	choosing while the	diverse partners on grade 6 topics,	Students should	character	
	teacher monitors and	texts, and issues, building on others'	have a wide variety	motivation drive	
	confers with individuals.	ideas and expressing their own clearly.	of reading tools	the plot?	
	At the closure of each		gathered and		

session, students share in partnerships or wholegroup discussions to identify strategies and their new learning.

## **Key concepts:**

character motivation character traits fluency "Just Right" books narration plot scenes setting stamina tension theme W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

completed within their reading folders. Notice shifts in student thinking. Encourage all readers to continue on a thoughtful path, noticing explicit details about text and how stories are woven into pieces of literature.

## Post-Unit

## **Assessment Task:**

Students complete reflection sheets about their growth throughout the unit. The teacher collects these sheets. Teacher looks for positive changes in reader identities, using the information from all sections of the reflection. Since this is a brief unit, expect small, hopefully positive shifts.

- 7. How does understanding story structure help readers become more effective?
- 8. How do readers keep an open mind while reading?
- 9. How does thinking about the theme of a book deepen a reader's understanding of it?

Duration	Unit Name/ Essential Questions & Vocab	Content & Common Core Standards	Assessment	Literacy Activities	Skills Social: Language: Content:
	Literature Works Grade 6 Unit 1 – Perspectives	6.RI.2 Determine a central idea of a text and how it is conveyed through	Vocabulary Quiz 1	Close Read	Comprehension/Critical Thinking:
	·	particular details; provide a summary	Vocabulary Quiz 2	Theme launch	Cause and effect
	Vocabulary: emigrated, disinfect,	of the text distinct from personal opinions or judgments.	Vocabulary Quiz 3	Building background	Main ideas and details  Make generalizations  Predict outcomes
	revolting, buffet, etiquette, systematic,	6.RI.4 Determine the meaning of words and phrases as they are used in	Vocabulary Test	Activating prior knowledge	Word referents Critical response
	consumption	a text, including figurative, connotative, and technical meanings.	Unit Reflection	Developing vocabulary	Connecting across texts
	tradition, intercept, retreat, reaction,	6.RI.6 Determine an author's point of		Say Something Strategies	<u>Vocabulary/Word Study:</u> Key words
	frustrating, defeatist, perky, supportive	view or purpose in a text and explain how it is conveyed in the text.		Comprehension	Multiple meaning words
	opinionated, academic,	6.RI.9 Compare and contrast one		Responding	<u>Literary Analysis and</u> <u>Appreciation:</u>
	function, flexible, patiently, fuming, sprinted hogan, solder,	author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		Selections:  The All-American Slurp Louis Braille Loser's Take All	Genres Author's craft: -characterization -point of vies -sound devices
	merchandise, vendor, reassuringly, plaid, speechless, pawnshop	6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  6.RL.2 Determine a theme or central		<ul> <li>The Mouse and the Elephant</li> <li>Fine Art Portfolio</li> <li>Beni Seballos</li> <li>What is Old?</li> <li>Nino Leading an Old Man to</li> </ul>	-vivid descriptions -dialogue -personification
		idea of a text and how it is conveyed through particular details; provide a		Market	

summary of the text distinct from	<ul> <li>Photography and</li> </ul>	
personal opinions or judgments.	Other Lessons	
	<ul> <li>Ancestry</li> </ul>	
6.RL.4 Determine the meaning of	My Grandma	
words and phrases as they are used in	o iviy Granama	
a text, including figurative and		
connotative meanings; analyze the		
impact of a specific word choice on		
meaning and tone.		
meaning and tone.		
6.RL.6 Explain how an author develops		
the point of view of the narrator or		
speaker in a text.		
C.D. O. Company and asset to the day		
6.RL.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.		
6.RL.10 By the end of the year, read		
and comprehend literature, including		
stories, dramas, and poems, in the		
grades 6-8 text complexity band		
proficiently, with scaffolding as		
needed at the high end of the range.		
6.L.4 Determine or clarify the meaning		
of unknown and multiple-meaning		
words and phrases based on grade 6		
reading and content, choosing flexibly		
from a range of strategies.		
6.L.6 Acquire and use accurately		
grade-appropriate general academic		
and domain-specific words and		
phrases; gather vocabulary knowledge		
when considering a word or phrase		
when considering a word or phrase		

		important to comprehension or expression.  6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics,			
		texts, and issues, building on others' ideas and expressing their own clearly.			
		6.SL.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.			
Duration	Unit Name/	Content &	Assessment	Literacy	Skills
	Essential Questions &	Common Core Standards		Activities	Social:
	Vocab				Language:
		6.014.63	N		Content:
	Literature Works Grade 6	6.RI.1 Cite textual evidence to support	Vocabulary Quiz 1	Close Read	Comprehension/Critical
	Unit 2 – Uncovering the	analysis of what the text says explicitly	Maraka ka 2012	The contract of	Thinking:
	Past: Ancient Egypt	as well as inferences drawn from the	Vocabulary Quiz 2	Theme launch	Sequence
		text.			Classify and categorize
	Vocabulary:	6.21.4.2.	Vocabulary Quiz 3	Building background	Cause and effect
	and a salar salar	6.RI.4 Determine the meaning of	Marala Ing. Tan	Astronomy design	Author's purpose
	archaeology, tomb,	words and phrases as they are used in	Vocabulary Test	Activating prior knowledge	Make inferences
	excavation, ancient, seal,	a text, including figurative,	Unit Reflection	Dayalaning yasahulany	Compare and Contrast
	pharaoh, chamber,	connotative, and technical meanings.	Onit Reflection	Developing vocabulary	Vocabulary/Word Study:
	mummy	6.RI.6 Determine an author's point of		Say Something Strategies	Key words
	skeleton, fossils,	view or purpose in a text and explain		Say Something Strategies	Suffixes
	embalming, bacteria,	how it is conveyed in the text.		Comprehension	Prefixes
	fungi, decay, permanent	now it is conveyed in the text.		Comprehension	Context clues
	rangi, accay, permanent	6.RI.9 Compare and contrast one		Responding	Context clues
	amulet, sacred, thrust,	author's presentation of events with		Responding	Literary Analysis and
	dispute, dynasty, papyrus,	that of another (e.g., a memoir		Selections:	Appreciation:
	beckoning	written by and a biography on the		A Walking Tour of	Genres

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enslaving, enthrone,		Pyramids/Secret	-mood
suspicion, invaded,	6.RL.1 Cite textual evidence to support	Chamber	-descriptive language
victorious, betrayer, flee,	analysis of what the text says explicitly	<ul> <li>Fine Art Portfolio</li> </ul>	-
treason	as well as inferences drawn from the	<ul> <li>Revealing the</li> </ul>	flashback/foreshadowing
	text.	Mysteries of	-figurative language
		Mummies	Story Structure:
	6.RL.3 Describe how a particular	<ul> <li>Discovering</li> </ul>	-character
	story's or drama's plot unfolds in a	Culture through	-plot
	series of episodes as well as how the	Art	
	characters respond or change as the	The Winged Cat	
	plot moves toward a resolution.	Aida	
	'	Alda	
	6.RI.10 By the end of the year, read		
	and comprehend literary nonfiction in		
	the grades 6-8 text complexity band		
	proficiently, with scaffolding as		
	needed at the high end of the range.		
	6.RL.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.		
	meaning and tone.		
	6.RL.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.		
	6 DI 10 Dutho and of the year road		
	6.RL.10 By the end of the year, read		
	and comprehend literature, including		
	stories, dramas, and poems, in the		
	grades 6-8 text complexity band		
	proficiently, with scaffolding as		
	needed at the high end of the range.		

	Unit 3 – Finding Common Ground	words and phrases as they are used in	Vocabulary Quiz 2	Theme launch	Thinking: Predict outcomes
Duration	Essential Questions & Vocab  Literature Works Grade 6	Common Core Standards  6.RI.4 Determine the meaning of	Assessment  Vocabulary Quiz 1	Literacy Activities  Close Read	Social: Language: Content: Comprehension/Critical
	Unit Name/	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.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. 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 6.SL.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.			Skills

	a text, including figurative,			Cause and effect
Vocabulary:	connotative, and technical meanings.	Vocabulary Quiz 3	Building background	Author's viewpoint
				Draw conclusions
retorted, extort,	6.RI.9 Compare and contrast one	Vocabulary Test	Activating prior knowledge	
aggression, acquainted,	author's presentation of events with			Vocabulary/Word Study:
contempt, anticipation,	that of another (e.g., a memoir	Unit Reflection	Developing vocabulary	Key words
enthusiastically, tentative	written by and a biography on the			Context clues
	same person).		Say Something Strategies	
physical therapy,				<u>Literary Analysis and</u>
scholarship, short-	6.RI.10 By the end of the year, read		Comprehension	Appreciation:
handed, withdrawn,	and comprehend literary nonfiction in			Genres
psychiatrist, impudent,	the grades 6-8 text complexity band		Responding	Author's craft:
intimidate	proficiently, with scaffolding as			-flashback
	needed at the high end of the range.		Selections:	-humor
insolently, comply,			<ul> <li>Don't Let the Bed</li> </ul>	-mood and tone
defiance, audacious,	6.RL.3 Describe how a particular		Bugs Bite	-figurative language
exterminate, sabotaging,	story's or drama's plot unfolds in a		<ul> <li>The Lion's Whisker</li> </ul>	Story Structure:
subversive, ungovernable	series of episodes as well as how the		<ul> <li>The Meeting</li> </ul>	-plot
	characters respond or change as the		Shoot to Win	-setting
overwhelmed, recruit,	plot moves toward a resolution.		Fine Art Portfolio	
salvage, lull, illuminated,			The Rebellion of	
rival, entomb	6.RL.5 Analyze how a particular		the Magical	
	sentence, chapter, scene, or stanza fits		Rabbits	
	into the overall structure of a text and		War Game	
	contributes to the development of the		Arn Chorn:	
	theme, setting, or plot.		Peacemaker	
			i caccinatei	
	6.RL.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.			
	6.RL.10 By the end of the year, read			
	and comprehend literature, including			
	stories, dramas, and poems, in the			
	grades 6-8 text complexity band			
	proficiently, with scaffolding as			
	needed at the high end of the range.			

Vocab	Common Core Standards		Activities	Social: Language: Content:
		Assessment		Skills
	•			
	adequate volume, and clear			
	themes; use appropriate eye contact,			
	details to accentuate main ideas or			
	6 SL 4 Present claims and findings			
	ideas and expressing their own clearly.			
	diverse partners on grade 6 topics,			
	in groups, and teacher-led) with			
	6.SL.1 Engage effectively in a range of			
	expression.			
	when considering a word or phrase			
	phrases; gather vocabulary knowledge			
	and domain-specific words and			
	·			
	61 6 Acquire and use accurately			
	meanings.			
	relationships, and nuances in word			
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	from a range of strategies.			
	reading and content, choosing flexibly			
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	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning			
	Unit Name/ Essential Questions & Vocab	from a range of strategies.  6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6.L.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.  6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  6.SL.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.  Unit Name/ Essential Questions &  Content & Content & Common Core Standards	words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6.L.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.  6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  6.SL.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.  Unit Name/ Essential Questions &  Content & Content A Common Core Standards	words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6.L.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.  6.S.L.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  6.S.L.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.  Unit Name/ Essential Questions &  Common Core Standards  Assessment  Literacy Activities

Literature Works Grade 6	6.RI.4 Determine the meaning of	Vocabulary Quiz 1	Close Read	Comprehension/Critical
Unit 4 – Strange	words and phrases as they are used in	Vocabalary Quiz 1	Close Neud	Thinking:
Encounters	a text, including figurative, connotative, and technical meanings.	Vocabulary Quiz 2	Theme launch	Fact and opinion
Vocabulary:	,	Vocabulary Quiz 3	Building background	Vocabulary/Word Study:
,	6.RI.9 Compare and contrast one	·		Key words
exasperation, expedition,	author's presentation of events with	Vocabulary Test	Activating prior knowledge	Prefixes
stout, khaki, beamed,	that of another (e.g., a memoir			Suffixes
intrepid, awkward,	written by and a biography on the	Unit Reflection	Developing vocabulary	
enterprising	same person).			<u>Literary Analysis and</u>
			Say Something Strategies	Appreciation:
hunch, hurricane,	6.RI.10 By the end of the year, read			Genres
unpredictable, conduct,	and comprehend literary nonfiction in		Comprehension	Author's craft:
rehearsed, theory	the grades 6-8 text complexity band		Daniel Pro	-characterization
twickle accommonical	proficiently, with scaffolding as		Responding	-foreshadowing
trickle, accompanied,	needed at the high end of the range.		Selections:	-flashback
consciousness, transference,	6.RL.3 Describe how a particular		Aunt Millicent	-figurative language -mood/tone
manufacture,	story's or drama's plot unfolds in a		The Disobedient	-mody tone
controversy, perpetual,	series of episodes as well as how the		• The Disobedient	Story Structure:
disintegrating	characters respond or change as the		Tales from the	-plot
districting	plot moves toward a resolution.		Mayas	-turning point
unnerving, mutinous,	plot moves toward a resolution.		Rabies	turning point
compulsion, askew,	6.RL.4 Determine the meaning of		Things That Go	
disheveled,	words and phrases as they are used in		Gleep in the Night	
malfunctioning,	a text, including figurative and		Fine Art Portfolio	
indiscriminately,	connotative meanings; analyze the		Southbound on	
coincidence	impact of a specific word choice on		the Freeway	
	meaning and tone.		Miss Faberge's	
			Last Daze	
	6.RL.5 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.			
	6 PL 6 Evoluin how an author devalors			
	6.RL.6 Explain how an author develops			
	the point of view of the narrator or speaker in a text.			
	speaker in a text.			

	6.RL.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		
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	topics.		
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	6.RL.10 By the end of the year, read		
	and comprehend literature, including		
	stories, dramas, and poems, in the		
	grades 6-8 text complexity band		
	proficiently, with scaffolding as		
	needed at the high end of the range.		
	6.L.4 Determine or clarify the meaning		
	of unknown and multiple-meaning		
	words and phrases based on grade 6		
	reading and content, choosing flexibly		
	from a range of strategies.		
	6.L.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.		
	6.SL.1 Engage effectively in a range of		
	collaborative discussions (one-on-one,		
	in groups, and teacher-led) with		
	diverse partners on grade 6 topics,		
	texts, and issues, building on others'		
	ideas and expressing their own clearly.		
	6.SL.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,		
L	manufacture appropriate eye contact,	<u>l</u>	<u> </u>

		adequate volume, and clear pronunciation.			
Duration	Unit Name/ Essential Questions & Vocab	Content & Common Core Standards	Assessment	Literacy Activities	Skills Social: Language: Content:
	Literature Works Grade 6 Unit 5 - Survival  Vocabulary:  steeped, whirlpool, mystified, alleviate, exaltation, awakening, dwelling, chagrin  grueling, incentive, domain, mandatory, hallucinate, chaos, proposition  proper, straining, wail, sense, jealous, shallow, assembled, timid  wary, sullen, subsided, starboard, latitude, leering, coward	6.RI.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.  6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  6.RI.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).  6.RI.10 By the end of the year, read	Vocabulary Quiz 1 Vocabulary Quiz 2 Vocabulary Quiz 3 Vocabulary Test Unit Reflection	Close Read  Theme launch  Building background  Activating prior knowledge  Developing vocabulary  Say Something Strategies  Comprehension  Responding  Selections:  Kinship  Leader of the Pack Sgt. Dobetter's Deep Freeze	
		and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  6.RL.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.		<ul> <li>Fine Art Portfolio</li> <li>The Grandfather Tree</li> <li>Hurricane</li> <li>One Dark Night</li> <li>One Great Thing</li> <li>Four Against the Sea</li> </ul>	Story Structure: -setting

	6.RL.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.		
	6.RL.5 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.		
	-,		
	6.RL.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.		
	·		
	6.RL.10 By the end of the year, read		
	and comprehend literature, including		
	stories, dramas, and poems, in the		
	grades 6-8 text complexity band		
	proficiently, with scaffolding as		
	needed at the high end of the range.		
	6.L.4 Determine or clarify the meaning		
	of unknown and multiple-meaning		
	words and phrases based on grade 6		
	reading and content, choosing flexibly		
	from a range of strategies.		
	6.L.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.		
<u> </u>		<u> </u>	

		6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  6.SL.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.			
Duration	Unit Name/	Content &	Assessment	Literacy	Skills
	<b>Essential Questions &amp;</b>	Common Core Standards		Activities	Social:
	Vocab				Language:
					Content:
	Literature Works Grade 6	6.RI.2 Determine a central idea of a	Vocabulary Quiz 1	Close Read	Comprehension/Critical
	Unit 6 – Journeys of	text and how it is conveyed through			Thinking:
	Change	particular details; provide a summary	Vocabulary Quiz 2	Theme launch	Main ideas/details
		of the text distinct from personal			Cause/effect
	Vocabulary:	opinions or judgments.	Vocabulary Quiz 3	Building background	Classify/categorize
					Fact/opinion
	coalescing, stowaway,	6.RI.6 Determine an author's point of	Vocabulary Test	Activating prior knowledge	Author's purpose
	rations, labyrinth,	view or purpose in a text and explain			Sequence
	aptitude, bearing, exile,	how it is conveyed in the text.	Unit Reflection	Developing vocabulary	
	perilous				Vocabulary/Word Study:
		6.RI.9 Compare and contrast one		Say Something Strategies	Key words
	donation, ushered,	author's presentation of events with			Context clues
	maneuvered, sensation,	that of another (e.g., a memoir		Comprehension	Little on a Annal Control
	sensation, earnest, burly	written by and a biography on the		D	Literary Analysis and
	aabaadulad lu 24 oo to	same person).		Responding	Appreciation:
	scheduled, lurid, envious,	C DI 10 Di the and of the comment		Coloations	Genres
	transcontinental,	6.RI.10 By the end of the year, read		Selections:	Author's craft:
	formidable, opulence,	and comprehend literary nonfiction in		Call Me Proteus	-point of view
	undulating	the grades 6-8 text complexity band			-time-order words
					-persuasive language

sphere, halo, orbit, lunar, terrain, redouble, simulator, triumphant	proficiently, with scaffolding as needed at the high end of the range.  6.RL.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.  6.RL.5 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.  6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.  6.RL.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.  6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		<ul> <li>Nickel;-a-Pound Plane Ride</li> <li>Fine Art Portfolio</li> <li>All Aboard!</li> <li>The Eagle has Landed</li> <li>Moon/Orbiter 5 Shows How Earth Looks From the Moon</li> <li>Flight to the Future</li> </ul>	-exaggeration -imagery  Story Structure: -setting
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6.L.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.	
6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
6.SL.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.	