

Kent City Middle School Curriculum Map for: 6th Grade Reading

| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
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| 4 W e e k s | <p>Independent Reading (MAISA Unit 2)</p> <p><u>Overarching Question:</u> In what ways can independent reading be used to emphasize interactions between readers and texts?</p> <p><u>Enduring Understanding:</u> The independent reading workshop provides a systematic method to support students as they read on their own. Students will learn to organize their thinking through the use of reading-strategy tools, kept in reading folders. Teachers begin each session with a mini-lesson that targets a specific reading skill or strategy. Students are then encouraged to silently read books of their own choosing while the teacher monitors and confers with individuals. At the closure of each</p> | <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a 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>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>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.10. 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.</p> <p>SL.6.1. 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.</p> | <p><u>Pre-Unit Assessment Task:</u> Students fill out slips that describe recent books they read and enjoyed. The teacher reads and sorts these slips, in order to understand the range of reader identities in the class. Notice which students need positive reinforcement of their reading identities.</p> <p><u>Mid-Unit Formative Assessment Task:</u> Spot check all reading folders and hold conversations with groups of students to ensure comprehension of reading strategies. Students should have a wide variety of reading tools gathered and</p> | <p>Close Reading</p> <p>Say Something Strategies</p> <ol style="list-style-type: none"> How do I see myself as a reader? How do readers select captivating books to engage with? How do readers recognize they have become stronger? How do readers stay focused on what they are reading? How do they refocus when their attention drifts? How do readers connect with the main character and "fall into a book"? How does character motivation drive the plot? | <p>Exploring genre elements and structures</p> <p>Identifying as readers</p> <p>Interacting with texts</p> <p>Self-monitoring</p> |

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| | <p>session, students share in partnerships or whole-group discussions to identify strategies and their new learning.</p> <p><u>Key concepts:</u></p> <p>character motivation character traits fluency "Just Right" books narration plot scenes setting stamina tension theme</p> | <p>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.</p> | <p>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.</p> <p><u>Post-Unit Assessment Task:</u> 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.</p> | <ol style="list-style-type: none"> 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? | |
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| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
| | <p>Literature Works Grade 6 Unit 1 – Perspectives</p> <p>Vocabulary:</p> <p>emigrated, disinfect, revolting, buffet, etiquette, systematic, consumption</p> <p>tradition, intercept, retreat, reaction, frustrating, defeatist, perky, supportive</p> <p>opinionated, academic, function, flexible, patiently, fuming, sprinted</p> <p>hogan, solder, merchandise, vendor, reassuringly, plaid, speechless, pawnshop</p> | <p>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.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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).</p> <p>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.</p> <p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a</p> | <p>Vocabulary Quiz 1</p> <p>Vocabulary Quiz 2</p> <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Close Read</p> <p>Theme launch</p> <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> • The All-American Slurp • Louis Braille • Loser's Take All • The Mouse and the Elephant • Fine Art Portfolio • Beni Seballos • What is Old? • Nino Leading an Old Man to Market | <p><u>Comprehension/Critical Thinking:</u> Cause and effect Main ideas and details Make generalizations Predict outcomes Word referents Critical response Connecting across texts</p> <p><u>Vocabulary/Word Study:</u> Key words Multiple meaning words</p> <p><u>Literary Analysis and Appreciation:</u> Genres Author's craft: -characterization -point of vies -sound devices -vivid descriptions -dialogue -personification</p> |

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| | | <p>summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> | | <ul style="list-style-type: none"> • Photography and Other Lessons • Ancestry • My Grandma | |
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| | | <p>important to comprehension or expression.</p> <p>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.</p> <p>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.</p> | | | |
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| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
| | <p>Literature Works Grade 6 Unit 2 – Uncovering the Past: Ancient Egypt</p> <p>Vocabulary:</p> <p>archaeology, tomb, excavation, ancient, seal, pharaoh, chamber, mummy</p> <p>skeleton, fossils, embalming, bacteria, fungi, decay, permanent</p> <p>amulet, sacred, thrust, dispute, dynasty, papyrus, beckoning</p> | <p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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).</p> | <p>Vocabulary Quiz 1</p> <p>Vocabulary Quiz 2</p> <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Close Read</p> <p>Theme launch</p> <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> A Walking Tour of the | <p><u>Comprehension/Critical Thinking:</u></p> <p>Sequence</p> <p>Classify and categorize</p> <p>Cause and effect</p> <p>Author's purpose</p> <p>Make inferences</p> <p>Compare and Contrast</p> <p><u>Vocabulary/Word Study:</u></p> <p>Key words</p> <p>Suffixes</p> <p>Prefixes</p> <p>Context clues</p> <p><u>Literary Analysis and Appreciation:</u></p> <p>Genres</p> <p>Author's craft:</p> |

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| | <p>enslaving, enthrone, suspicion, invaded, victorious, betrayer, flee, treason</p> | <p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | <p>Pyramids/Secret Chamber</p> <ul style="list-style-type: none"> • Fine Art Portfolio • Revealing the Mysteries of Mummies • Discovering Culture through Art • The Winged Cat • Aida | <p>-mood</p> <p>-descriptive language</p> <p>- flashback/foreshadowing</p> <p>-figurative language</p> <p>Story Structure:</p> <p>-character</p> <p>-plot</p> |
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| | | <p>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.</p> <p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | | |
| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
| | Literature Works Grade 6 Unit 3 – Finding Common Ground | 6.RI.4 Determine the meaning of words and phrases as they are used in | Vocabulary Quiz 1 Vocabulary Quiz 2 | Close Read Theme launch | <u>Comprehension/Critical Thinking:</u> Predict outcomes |

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| | <p>Vocabulary:</p> <p>retorted, extort, aggression, acquainted, contempt, anticipation, enthusiastically, tentative</p> <p>physical therapy, scholarship, short-handed, withdrawn, psychiatrist, impudent, intimidate</p> <p>insolently, comply, defiance, audacious, exterminate, sabotaging, subversive, ungovernable</p> <p>overwhelmed, recruit, salvage, lull, illuminated, rival, entomb</p> | <p>a text, including figurative, connotative, and technical meanings.</p> <p>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).</p> <p>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.</p> <p>6.RL.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>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.</p> <p>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.</p> <p>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.</p> | <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> • Don't Let the Bed Bugs Bite • The Lion's Whisker • The Meeting • Shoot to Win • Fine Art Portfolio • The Rebellion of the Magical Rabbits • War Game • Arn Chorn: Peacemaker | <p>Cause and effect</p> <p>Author's viewpoint</p> <p>Draw conclusions</p> <p><u>Vocabulary/Word Study:</u></p> <p>Key words</p> <p>Context clues</p> <p><u>Literary Analysis and Appreciation:</u></p> <p>Genres</p> <p>Author's craft:</p> <p>-flashback</p> <p>-humor</p> <p>-mood and tone</p> <p>-figurative language</p> <p>Story Structure:</p> <p>-plot</p> <p>-setting</p> |
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| | | <p>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.</p> <p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | | |
| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |

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| | <p>Literature Works Grade 6 Unit 4 – Strange Encounters</p> <p>Vocabulary:</p> <p>exasperation, expedition, stout, khaki, beamed, intrepid, awkward, enterprising</p> <p>hunch, hurricane, unpredictable, conduct, rehearsed, theory</p> <p>trickle, accompanied, consciousness, transference, manufacture, controversy, perpetual, disintegrating</p> <p>unnerving, mutinous, compulsion, askew, disheveled, malfunctioning, indiscriminately, coincidence</p> | <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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).</p> <p>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.</p> <p>6.RL.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>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.</p> <p>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.</p> <p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>Vocabulary Quiz 1</p> <p>Vocabulary Quiz 2</p> <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Close Read</p> <p>Theme launch</p> <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> • Aunt Millicent • The Disobedient Child • Tales from the Mayas • Rabies • Things That Go Gleep in the Night • Fine Art Portfolio • Southbound on the Freeway • Miss Faberge's Last Daze | <p><u>Comprehension/Critical Thinking:</u> Fact and opinion</p> <p><u>Vocabulary/Word Study:</u> Key words Prefixes Suffixes</p> <p><u>Literary Analysis and Appreciation:</u> Genres Author's craft: -characterization -foreshadowing -flashback -figurative language -mood/tone</p> <p>Story Structure: -plot -turning point</p> |
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| | | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p> | | | |
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| | | adequate volume, and clear pronunciation. | | | |
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| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
| | <p>Literature Works Grade 6 Unit 5 - Survival</p> <p>Vocabulary:</p> <p>steeped, whirlpool, mystified, alleviate, exaltation, awakening, dwelling, chagrin</p> <p>grueling, incentive, domain, mandatory, hallucinate, chaos, proposition</p> <p>proper, straining, wail, sense, jealous, shallow, assembled, timid</p> <p>wary, sullen, subsided, starboard, latitude, leering, coward</p> | <p>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.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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).</p> <p>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.</p> <p>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.</p> | <p>Vocabulary Quiz 1</p> <p>Vocabulary Quiz 2</p> <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Close Read</p> <p>Theme launch</p> <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> Kinship Leader of the Pack Sgt. Dobetter's Deep Freeze Fine Art Portfolio The Grandfather Tree Hurricane One Dark Night One Great Thing Four Against the Sea | <p><u>Comprehension/Critical Thinking:</u></p> <p>Compare and contrast Main ideas and detail Draw conclusions Author's purpose</p> <p><u>Vocabulary/Word Study:</u></p> <p>Key words Multiple meaning words</p> <p><u>Literary Analysis and Appreciation:</u></p> <p>Genres Author's craft: -theme -irony -humor -figurative language -sensory language -dialogue</p> <p>Story Structure: -setting</p> |

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| | | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | | |
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| | | <p>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.</p> <p>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.</p> | | | |
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| Duration | Unit Name/ Essential Questions & Vocab | Content & Common Core Standards | Assessment | Literacy Activities | Skills Social: Language: Content: |
| | <p>Literature Works Grade 6 Unit 6 – Journeys of Change</p> <p>Vocabulary:</p> <p>coalescing, stowaway, rations, labyrinth, aptitude, bearing, exile, perilous</p> <p>donation, ushered, maneuvered, sensation, sensation, earnest, burly</p> <p>scheduled, lurid, envious, transcontinental, formidable, opulence, undulating</p> | <p>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.</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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).</p> <p>6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band</p> | <p>Vocabulary Quiz 1</p> <p>Vocabulary Quiz 2</p> <p>Vocabulary Quiz 3</p> <p>Vocabulary Test</p> <p>Unit Reflection</p> | <p>Close Read</p> <p>Theme launch</p> <p>Building background</p> <p>Activating prior knowledge</p> <p>Developing vocabulary</p> <p>Say Something Strategies</p> <p>Comprehension</p> <p>Responding</p> <p>Selections:</p> <ul style="list-style-type: none"> Call Me Proteus | <p><u>Comprehension/Critical Thinking:</u></p> <p>Main ideas/details</p> <p>Cause/effect</p> <p>Classify/categorize</p> <p>Fact/opinion</p> <p>Author's purpose</p> <p>Sequence</p> <p><u>Vocabulary/Word Study:</u></p> <p>Key words</p> <p>Context clues</p> <p><u>Literary Analysis and Appreciation:</u></p> <p>Genres</p> <p>Author's craft:</p> <ul style="list-style-type: none"> -point of view -time-order words -persuasive language |

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| | <p>sphere, halo, orbit, lunar, terrain, redouble, simulator, triumphant</p> | <p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>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.</p> <p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | <ul style="list-style-type: none"> • Nickel;-a-Pound Plane Ride • Fine Art Portfolio • All Aboard! • The Eagle has Landed • Moon/Orbiter 5 Shows How Earth Looks From the Moon • Flight to the Future | <p>-exaggeration -imagery</p> <p>Story Structure: -setting</p> |
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| | | <p>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.</p> <p>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.</p> <p>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.</p> | | | |
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