

Pacing Guide

Grade 6

HMH | into Literature™



A spiral review of last year's standards should be intentionally embedded in the work of the standards for this grade so that any deficits in learning from 2019-20 are addressed and remediated in the work of this grade. Teachers will do this for every standard in every lesson based on student assessment data.

***Into Literature* Grade 6 Pacing Guide: modified from HMH Skills Trace for Decatur County Schools**

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*****9-10.L.VAU.6 Should be addressed with all selections and tasks.**

1 st 9 Weeks: Aug 6-Oct 2, 2020*				
Weeks 1-9				
Unit 6: Hidden Truths Essential Question: What hidden truths about people and the world are revealed in stories? Unit 6 Academic Vocabulary: emphasize, occur, period, relevant, tradition		Unit 6: pages 481-511 in your Teacher's Edition (TE) Notes:		
Aug 6-7: Week 1 (2 days*): Procedures and protocols Mastery Connect Pre-test (print, use bubble sheets for grading)				
Aug 10-28: Weeks 2-4: (15 days*) Finish protocols and pre-testing [including new state test] (4 days) Unit 6 Introduction (1 day) from <i>Storytelling</i> by Josepha Sherman (4 days) <i>The Prince and the Pauper</i> by Mark Twain dramatized by Joellen Bland (6 days)				
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
ANALYZE & APPLY				
Notice & Note Reading Model: Big Questions, Word Gaps, Quoted Words				
READING MODEL BOOK INTRODUCTION from <i>Storytelling</i> by Josepha Sherman 6.L.CSE.1d 6.L.KL.3 6.L.VAU.4a 6.L.VAU.6	Connect to the Essential Question Analyze Characteristics of Informational Texts Make Inferences about Key Ideas	Research Create and Discuss -Write a Speech -Discuss with a Small Group	universal, integral, invariably, trance, nurture, chastise, adversity Context Clues	Complex Sentences

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6.RI.CS.5 6.RL.KID.2 6.SL.CC.1 6.W.PDW.4 6.W.RBPK.7				
DRAMA <i>The Prince and the Pauper</i> by Mark Twain dramatized by Joellen Bland 6.L.CSE.1a 6.L.VAU.4a 6.L.VAU.6 6.RL.KID.3 6.RL.KID.1 6.SL.PKI.6 6.W.PDW.4 6.W.RBPK.7.	Connect to the Essential Question Analyze How Playwrights Develop Characters Create Mental Images to Deepen Understanding	Research Create and Present -Write a Character Study -Dramatic Reading	wistfully, anxiously, discreetly, rueful, jest, perplexed Resources	Prepositions and Prepositional Phrases
Aug 31-Sep 4: Week 5 (5 days)* “Archetype” by Margarita Engle “Fairy-tale Logic” by A. E. Stallings				
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
COLLABORATE & COMPARE				
Compare Poems				
POEM “Archetype” by Margarita Engle	Connect to the Essential Question Analyze the Effects of Meter and Structural	Research Create and Discuss -Paraphrase Lines in a	archetype, recitation, melancholic, bask, mote	Paraphrasing

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POEM “Fairy-tale Logic” by A. E. Stallings 6.L.CSE.2 6.L.VAU.4a 6.L.VAU.6 6.RL.KID.3 6.RL.CS.6. 6.SL.PKI.6 6.W.TTP.3d 6.W.RBPK.7	Elements in Poems Make Connections	Poem -Have a Group Discussion		
Sep 7-18: Weeks 6-7 (8 days)* Labor Day – Sep 7 PTC – Sep 11 “The Boatman’s Flute” retold by Sherry Garland “The Mouse Bride” retold by Heather Forest				
Collaborate & Compare Infer Themes Within and Across Texts Compare Themes				
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
FOLKTALE “The Boatman’s Flute” retold by Sherry Garland 6.L.CSE.2 6.L.VAU.4a 6.L.VAU.6 6.RL.KID.3 6.RL.CS.6 6.SL.PKI.6 6.W.TTP.3d.	Connect to the Essential Question Compare Themes Analyze Plot Identify Point of View	Research Create and Discover -A Different Point of View -Share Your Writing	seamstress, courtyard, convince, commit, sincere, politeness Word Structure	Quotation Marks

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<p>6.W.RBPK.7</p>				
<p>MENTOR TEXT FOLKTALE “The Mouse Bride” retold by Heather Forest 6.L.CSE.1 6.L.VAU.4a 6.L.VAU.6 6.RL.KID.3 6.RL.CS.6 6.SL.PKI.6 6.W.TTP.2 6.W.RBPK.9</p>	<p>Connect to the Essential Question Infer Theme Analyze Purpose and Text Structure</p>	<p>Research Create and Discuss -Write an Analytical Essay -Present and Discuss</p>	<p>amazement, enchanting, deceptive, regal, elegant Context Clues</p>	<p>Adjectives and Adverbs</p>
<p>Compare & Compare Compare Themes Compare and Present</p>				
<p>Sep 21-Oct 2: Weeks 8-9, CASE Benchmark Testing Window 1 Finish Unit 6 (2 days) <ul style="list-style-type: none"> • Independent Reading and/or Novel Study Activities • End-of Unit Task CASE Testing (2 days) Unit 1 Introduction (1 day) from <i>The Breadwinner</i> by Deborah Ellis (5 days)</p>				
<p>Unit 6 Independent Reading and/or Novel Study Activities <ul style="list-style-type: none"> • <i>Percy Jackson and the Olympians: The Lightning Thief</i> by Rick Riordan </p>				
<p>Unit 6 End-of-Unit Task: <ul style="list-style-type: none"> • Write a Short Story 6.L.CSE.1. 6.L.KL3 6.L.VAU.6</p>				

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6.W.TTP.3 6.W.TTP.3a 6.W.TTP.3b 6.W.TTP.3c 6.W.TTP.3d 6.W.TTP.3e 6.W.TTP.3f 6.W.PDW.4 6.W.PDW.5 6.W.PDW.6 6.W.RW.10				
Unit 6 Notes:				
Unit 1: Finding Courage Essential Question: How do you find courage in the face of fear? Unit 1 Academic Vocabulary: <i>evident, factor, indicate, similar, specific</i>			Unit 1: pgs. 1-89 TE	
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
ANALYZE & APPLY				
Notice & Note Reading Model: Words of the Wiser, Aha Moment, Contrasts and Contradictions				
READING MODEL NOVEL from <i>The Breadwinner</i> by Deborah Ellis (4 days)	Analyze How Character Develops Plot Analyze Setting and Character	Research Create and Present -Write a Letter -Give a Multimodal	solution, responsibility, stammer, fume Parts of Speech	Capitalization of Proper Nouns

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6.L.CSE.1a 6.L.CSE. 6.L.KL.3 6.L.VAU.6 6.RL.KID.3 6.RL.CS.4 6.RL.CS.5 6.SL.PKI.5 6.W.PDW.4 6.W.RBPK.7		Presentation		
2nd 9 Weeks: Oct 12-Dec 18, 2020 Weeks 10-18				
Oct 12-23: Weeks 10-11 (9 days*) Oct 16: Staff Development – no school Unit 1, cont. “Life Doesn’t Frighten Me” by Maya Angelou (3 days*) “Fears and Phobias” by kidshealth.org (5 days**) “Wired for Fear” by the California Science Center (2 days*)				
Unit 1, cont.				
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
POEM “Life Doesn’t Frighten Me” by Maya Angelou (3 days) 6.L.CSE.1a 6.L.KL.3 6.L.VAU.5 6.L.VAU.6	Analyze Speaker Analyze Refrain	Research Create and Present -Write a Poem -Present a Poem	Unit 1 Academic Vocabulary: <i>evident, factor, indicate, similar, specific</i>	Teacher’s choice (based on students’ performance data and needs)

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6.RL.KID.2 6.RL.CS.4 6.RL.CS.5 6.RL.CS.6 6.SL.PKI.4 6.W.RBPK.7				
MENTOR TEXT INFORMATIONAL TEXT “Fears and Phobias” by kidshealth.org (5 days) 6.L.CSE.2 6.L.KL.3 6.L.VAU.4a 6.L.VAU.6 6.RI.KID.1 6.RI.CS.5 6.SL.PKI.4 6.W.TTP.2b 6.W.TTP.2h 6.W.RBPK.7	Cite Evidence Analyze Structure	Research Create and Present -Write an Informational Essay -Discuss with a Small Group	activate, trigger, turbulence, immaturity Prefixes That Mean “Not”	Dashes
MEDIA-VIDEO “Wired for Fear” by the California Science Center (2 days) 6.L.KL.3 6.L.VAU.6 6.RI.KID.2	Analyze Digital Text	Research Create and Present -Write a Narrative -Produce a Podcast	Unit 1 Academic Vocabulary: <i>evident, factor, indicate, similar, specific</i>	Teacher’s choice

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6.RI.IKI.7 6.SL.CC.2 6.SL.PKI.5 6.W.TTP.3b				
Oct 26-Nov 13: Weeks 12-14 (15 days*) “Embarrassed? Blame Your Brain” by Jennifer Connor-Smith “The Ravine” by Graham Salisbury (text combo, 9 days) Finish Unit 1 (6 days) <ul style="list-style-type: none"> • Independent Reading and/or Novel Study Activities • End-of Unit Task 				
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
COLLABORATE & COMPARE				
Compare Themes and Main Ideas				
INFORMATIONAL TEXT “Embarrassed? Blame Your Brain” by Jennifer Connor-Smith 6.L.CSE.2 6.L.KL.3 6.L.VAU.5 6.L.VAU.6 6.RI.KID.3 6.RI.CS.5 6.SL.CC.1 6.W.TTP.3g 6.W.RBPK.8	Make Predictions Analyze Organizational Patterns	Research Create and Discuss -Write an Advertisement -Discuss with a Small Group	amplify, essential, generate, humiliation Synonyms and Antonyms	Commas after Introductory Elements
SHORT STORY “The Ravine” by Graham Salisbury	Make Inferences Analyze Characters and Settings	Research Create and Present	murky, rivulet, cascade, precipice	Subordinating Conjunctions

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<p>6.L.CSE.1d 6.L.KL.3 6.L.VAU.4a 6.L.VAU.6 6.RL.KID.1 6.RL.KID.3 6.SL.CC.1 6.SL.PKI.6 6.W.TTP.3g 6.W.RBPK.9</p>		<p>-Write a Compare and Contrast Essay -Share and Discuss</p>	<p>Context Clues</p>	
<p>Selection/Feature Title</p>	<p>Get Ready Skills/Objectives: "I can..."</p>	<p>Respond: Research/Create "I can..."</p>	<p>Critical Vocabulary Words /Vocabulary Strategy</p>	<p>Language Conventions</p>
<p>Collaborate & Compare Compare Texts Research and Share</p>				
<p>Independent Reading and/or Novel Study Activities Teacher's choice</p>				
<p>Unit 1 End-of Unit Tasks: (Remember all writing tasks need to incorporate evidence from two or more texts whenever possible so students practice for TNReady writing tasks.)</p> <ul style="list-style-type: none"> • Write an Informational Essay • Give a Presentation <p>6.L.CSE.1d 6.L.KL.3 6.L.VAU.6 6.W.TTP.2a 6.W.TTP.2b 6.W.TTP.2c 6.W.TTP.2d 6.W.TTP.2e 6.W.TTP.2f 6.W.TTP.2g 6.W.PDW.4</p>				

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6.W.PDW.5 6.W.PDW.6 6.W.RW.10				
Unit 1 Notes:				
Nov 16-Dec 18: Weeks 15-18 (15 school days*) Nov 23-27 Thanksgiving Break Unit 2 Introduction (1 day) from <i>Pax</i> by Sara Pennypacker (4 days – originally 5) “Zoo” by Edward Hoch (3 days – originally 4) from <i>Animal Snoops: The Wondrous World of Wildlife Spies</i> by Peter Christie (4 days – originally 5) CASE Benchmark 2 (2 days) New State Assessment 2 (1 day)				
Unit 2: Through an Animal’s Eyes Essential Question: What can you learn by seeing the world through an animal’s eyes? Unit 2 Academic Vocabulary: benefit, distinct, environment, illustrate, respond			Unit 2: pgs. 90-169 TE Weeks 15-21 (Nov 16-Jan 22)	
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
ANALYZE & APPLY				
Notice & Note Reading Model: Again and Again, Memory Moment, Contrasts and Contradictions				

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READING MODEL NOVEL <i>from Pax</i> by Sara Pennypacker 6.L.CSE.1d 6.L.KL.3 6.L.VAU.4d 6.L.VAU.6 6.RL.CS.4 6.RL.CS.6 6.SL.PKI.5 6.W.TTP.3a 6.W.TTP.3d 6.W.RBPK.8	Analyze Point of View Analyze Voice	Research Create and Present -Write a Story -Create a Multimodal Presentation	sensitive, anxiety, injury, displease Greek and Latin Roots	Complex Sentences
SCIENCE FICTION “Zoo” by Edward Hoch 6.L.KL.3 6.L.VAU.4d 6.L.VAU.5 6.L.VAU.6 6.RL.KID.2 6.RL.CS.6 6.SL.CC.1 6.W.TTP.3b 6.W.RBPK.8	Infer Multiple Meanings Analyze Point of View	Research Create and Present -Create a Storyboard -Present and Discuss	interplanetary, constantly, microphone, embrace Greek Roots	Verb Tenses
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
INFORMATIONAL TEXT from <i>Animal Snoops: The Wondrous World of Wildlife Spies</i>	Analyze Text Structure Determine Key Ideas	Research Create and Discuss -Write an Informational	eavesdrop, foil, predator, stake, intercept Latin Roots	Capitalization

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by Peter Christie 6.L.CSE.2 6.L.KL.3 6.L.VAU.4d 6.L.VAU.6 6.RI.KID.3 6.RI.CS.5 6.SL.CC.1 6.W.TTP.2a 6.W.TTP.2g 6.W.RBPK.7		Essay -Discuss with a Small Group		
End of 1st Semester				
3rd 9 Weeks: Jan 4-Mar 12, 2021 Weeks 19-28				
Jan 4-8: Week 19 (4 days)* Jan 4 – In-service Reconnect with Unit 2 “Animal Wisdom” by Nancy Wood and “The Last Wolf” by Mary Tall Mountain (4 days*)				
Unit 2, Cont.				
COLLABORATE & COMPARE				
Compare Themes				
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
POEMS “Animal Wisdom” by Nancy Wood and “The Last Wolf” by Mary Tall Mountain 6.L.KL.3 6.L.VAU.5 6.L.VAU.6 6.RL.KID.1	Analyze Personification and Imagery Paraphrase	Research Create and Present -Discuss the Poem -Present Imagery	Unit 2 Academic Vocabulary: benefit, distinct, environment, illustrate, respond	Teacher’s choice

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6.RL.CS.4 6.RL.CS.5 6.RL.IKI.9 6.SL.CC.1 6.W.TTP.2f 6.W.RBPK.9				
Jan 11-22: Weeks 20-21 (9 days*) Jan 18-MLK Jr. Day “Wild Animals Aren’t Pets” by USA Today and “Let People Own Exotic Animals” by Zuzana Kukol (5 days, originally 6) Independent Reading / Novel Study Activities (1 day, originally 2) End-of-unit Tasks (3 days)				
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
Collaborate & Compare Compare Themes Compare and Present				
Compare Arguments				
MENTOR TEXTS ARGUMENT “Wild Animals Aren’t Pets” by USA Today and “Let People Own Exotic Animals” by Zuzana Kukol 6.L.CSE.2 6.L.KL.3 6.L.VAU.4d 6.L.VAU.6 6.RI.CS.6 6.RI.IKI.8 6.SL.CC.3 6.W.TTP.1	Identify Claims in Arguments Analyze Evidence	Research Create and Present -Write an Argument -Create and Present a Public Service Announcement (PSA)	exotic, dictate, exempt, regulate Word Origins	Words Spelled Correctly

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6.W.PDW.4 6.W.RBPK.8				
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
Collaborate & Compare Compare Arguments Research and Debate				
Independent Reading and/or Novel Study Activities				
Unit 2 Tasks: (Remember all writing tasks need to incorporate evidence from two or more texts whenever possible so students practice for TNReady writing tasks.) <ul style="list-style-type: none"> • Write an Argument • Present an Argument – Public Service Announcement 6.L.CSE.2 6.L.KL.3 6.L.VAU.6 6.SL.CC.3 6.W.TTP.1a 6.W.TTP.1b 6.W.TTP.1c 6.W.TTP.1e 6.W.TTP.1f 6.W.PDW.4 6.W.PDW.5 6.W.PDW.6 6.W.RW.10				
Unit 3 Notes:				

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Jan 25-Feb 5: Weeks 22-23 (10 days*) Unit 3 Introduction (1 day) from <i>A Long Walk to Water</i> by Linda Sue Park (6 days) <i>Salva's Story</i> by POVRoseMedia (2 days)				
Unit 3: Surviving the Unthinkable Essential Question: What does it take to be a survivor? Unit 3 Academic Vocabulary: <i>circumstance, constraint, impact, injure, significant</i>			Unit 3: pgs. 170-243 TE Weeks 22-27 (Jan 25-Mar 5)	
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
ANALYZE & APPLY				
Notice & Note Reading Model: Tough Questions, Again and Again, Aha Moment				
READING MODEL NOVEL from <i>A Long Walk to Water</i> by Linda Sue Park 6.L.CSE.1c 6.L.KL.3 6.L.VAU.4c 6.L.VAU.6 6.RL.KID.3 6.RL.RRTC.10 6.SL.CC.1 6.W.T TP.2d	Analyze Setting and Character Monitor Comprehension	Research Create and Discuss -Write an Informational Essay - Discuss with a Small Group	veer, hesitate, collapse, scurry, shoulder Vocabulary Resources	Prepositions and Prepositional Phrases

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6.W.RBPK.7				
MEDIA: DOCUMENTARY <i>Salva's Story</i> by POVRoseMedia 6.L.CSE.2 6.L.KL.3 6.L.VAU.6 6.RI.KID.3 6.RI.IKI.9 6.SL.CC.2 6.W.TTP.2a 6.W.TTP.2h 6.W.RBPK.7	Analyze Characteristics of Digital Text	Research Create and Present -Write a Summary -Analyze and Evaluate the Video	Unit 3 Academic Vocabulary: <i>circumstance, constraint, impact, injure, significant</i>	Teacher's choice
Feb 8-12: Week 24 (5 days*, originally 7) "Chapter 21: Into the Lifeboat" from <i>Titanic Survivor</i> by Violet Jessop				
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
MENTOR TEXT MEMOIR "Chapter 21: Into the Lifeboat" from <i>Titanic Survivor</i> by Violet Jessop 6.L.CSE.2 6.L.KL.3 6.L.VAU.4a 6.L.VAU.5	Explain Author's Purpose and Message Create Mental Images	Research Create and Present -Write a Friendly Letter Create a Multimedia Presentation	reluctance, reassure, illuminate, fascinate, unrestrainedly, agonizing Context Clues	Commas

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Feb 15-Mar 5: Weeks 25-27 (12 Days*) Feb 15- Presidents' Day Feb 18- PT Conference Feb 19- Staff Development from <i>After the Hurricane</i> by Rita Williams-Garcia and from <i>Ninth War</i> by Jewell Parker Rhode (7 days, originally 9) Independent Reading/Novel Study Activities (2 days) End-of-unit Tasks (3 days) CASE Testing Week 27				
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
COLLABORATE & COMPARE				
Compare Across Genres				
POEM from <i>After the Hurricane</i> by Rita Williams-Garcia 6.L.KL.3 6.L.VAU.5 6.L.VAU.6 6.RL.CS.4 6.RL.CS.5 6.SL.PKI.4 6.W.TTP.3d 6.W.TTP.3g 6.W.RBPK.7	Analyze the Effects of Structure and Meter Describe an Author's Use of Figurative Language	Research Create and Present -Write a Poem -Poetry Jam	Unit 3 Academic Vocabulary: <i>circumstance, constraint, impact, injure, significant</i>	Teacher's choice

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NOVEL from <i>Ninth Ward</i> by Jewell Parker Rhode 6.L.CSE.1a 6.L.VAU.4a 6.L.VAU.6 6.RL.CS.5 6.RL.IKI.9 6.SL.PKI.4 6.W.TTP.3b 6.W.TTP.3g 6.W.RBPK.8	Analyze Historical and Cultural Setting Analyze Author’s Use of Language	Research Create and Present -Write Live Posts -Create a Poster	fortitude, endure, horizon, angular, focus Context Clues	Pronouns
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
Collaborate and Compare Compare Texts Research and Share				
Independent Reading/ Novel Study Activities				
Unit 3 Task (Remember all writing tasks need to incorporate evidence from two or more texts whenever possible so students practice for TNReady writing tasks.) <ul style="list-style-type: none"> Write a Nonfiction Narrative 6.L.CSE.2 6.L.KL.3 6.L.VAU.6 6.W.TTP.3a 6.W.TTP.3b Organize an event sequence that unfolds naturally and logically. 6.W.TTP.3c 6.W.TTP.3d 6.W.TTP.3e 6.W.TTP.3f 6.W.TTP.3g				

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6.W.PDW.4 6.W.PDW.5 6.W.PDW.6 6.W.RW.10				
Unit 3 Notes:				
Mar 8-12: Week 28* CASE Testing Week Extra Week – complete Unit Work, projects, remediation, etc.				
4th 9 Weeks: Mar 15-May 28, 2021* Weeks 29-36 and ending days				
Mar 15-19: Week 29* Unit 4 Introduction (1 day) <i>from</i> Selfie: The Changing Face of Self-Portraits by Susie Brooks (4 days, originally 5)				
Unit 4: Discovering Your Voice Essential Question: What are the ways you can make yourself heard? Unit 4 Academic Vocabulary: <i>appropriate, authority, consequence, element, justify</i>			Unit 4: pgs. 244-329 TE Weeks 29-35 (Mar 15-May 7)	
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
ANALYZE & APPLY				
Notice & Note Reading Model: Big Questions, Extreme or Absolute Language, Contrasts and Contradictions				

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READING MODEL MULTIMODAL TEXT <i>from Selfie: The Changing Face of Self-Portraits</i> by Susie Brooks 6.L.CSE.1c 6.L.VAU.4a 6.L.VAU.6 6.RI.IKI.7 6.RI.KID.1 6.SL.CC.1 6.W.PDW.4 6.W.PDW.5 6.W.RBPK.8	Analyze Multimodal Texts Analyze Print and Graphic Features	Research Create and Discuss -Summarize Key Ideas -Critique with a Small Group	portrait, etch, reflection, span Context Clues	Commas After Introductory Elements
Mar 22-Apr 16: Week 30-32 (15 days*) <i>from Brown Girl Dreaming</i> by Jacqueline Woodson (3 days) “What’s So Funny, Mr. Scieszka?” by Jon Scieszka (5 days) Mar 26- In-service day Mar 29-Apr 2 – Spring Break Reconnect with Unit 4 (1 day) “A Voice” by Pat Mora and “Words Like Freedom: by Langston Hughes (6 days)				
Selection/Feature Title	Get Ready Skills/Objectives: “I can…”	Respond: Research/Create “I can…”	Critical Vocabulary Words/Vocabulary Strategy	Language Conventions
MEMOIR IN VERSE <i>from Brown Girl Dreaming</i> by Jacqueline Woodson 6.L.VAU.6 6.RI.CS.5 6.RI.KID.3	Analyze Text Structure and Purpose Make Connections	Research Create and Present -Describe a Connection -Compare and Present a Biographical Poem	Unit 4 Academic Vocabulary: <i>appropriate, authority, consequence, element, justify</i>	Teacher’s choice

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6.SL.CC.1 6.SL.PKI.6 6.W.PDW.4 6.W.PDW.5				
HUMOR What's So Funny, Mr. Scieszka? by Jon Scieszka 6.L.CSE.1a 6.L.CSE.1b 6.L.VAU.4d 6.L.VAU.6 6.RI.CS.4 6.RI.CS.6 6.SL.PKI.6 6.W.PDW.4 6.W.RBPK.8	Make Inferences about Author's Purpose and Message Analyze Author's Use of Language	Research Create and Present -Analyze Author's Purpose and Message -Explain the Steps for Telling a Joke	apology, history, terror, pause Resources	Pronouns
Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words/Vocabulary Strategy	Language Conventions
COLLABORATE & COMPARE				
Compare Poems				
POEM "A Voice" by Pat Mora POEM "Words Like Freedom" by Langston Hughes 6.L.VAU.6 6.RL.KID.1 6.RL.CS.4	Analyze Figurative Language Make Inferences	Research Create and Present -Characterize the Speaker -Discuss and Analyze Figurative Language	Unit 4 Academic Vocabulary: <i>appropriate, authority, consequence, element, justify</i>	Teacher's choice

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<p>6.RL.IKI.9 6.SL.CC.1 6.W.TTP.2 6.W.RBPK.8</p>				
<p>Apr 19-May 7: Weeks 33-35 (14 days*), TN Ready Testing Window Apr 30 – Staff Development day “Better Than Words: Say It with a Selfie” by Gloria Chang and “OMG, Not <i>Another</i> Selfie!” by Shermakaye Bass (6 days) End-of-unit Tasks (5 days)</p>				
<p>Collaborate & Compare Make Connections to Speakers Discuss Connections to Speakers</p>				
<p>Compare Arguments</p>				
<p>ARGUMENT “Better Than Words: Say It with a Selfie” by Gloria Chang</p> <p>MENTOR TEXT ARGUMENT “OMG, Not <i>Another</i> Selfie!” by Shermakaye Bass</p> <p>6.L.CSE.1 6.L.VAU.4a 6.L.VAU.6 6.RI.IKI.8 6.RI.KID.3 6.SL.CC.1 6.W.TTP.1 6.W.RBPK.8</p>	<p>Analyze Rhetorical Devices Identify an Argument’s Audience</p>	<p>Research</p> <p>Create and Present -Compose an Argument -Create and Present “The Perfect Selfie”</p>	<p>saturate, passion, indulgent eternity, narcissist, celebrity, intimacy</p> <p>Context Clues</p>	<p>Commonly Confused Words</p>

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Selection/Feature Title	Get Ready Skills/Objectives: "I can..."	Respond: Research/Create "I can..."	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
Collaborate & Compare Compare and Evaluate Arguments Research and Discuss				
Independent Reading/ Novel Study Activities Teacher's Choice				
Unit 4 Task: (Remember all writing tasks need to incorporate evidence from two or more texts whenever possible so students practice for TNReady writing tasks.) <ul style="list-style-type: none"> • Create a Multimodal Argument 6.L.CSE.1 6.L.KL.3 6.L.VAU.6 6.W.TTP.1 6.W.TTP.1a 6.W.TTP.1b 6.W.TTP.1c 6.W.TTP.1d 6.W.TTP.1e 6.W.TTP.1f 6.W.TTP.1g 6.W.TTP.1h 6.W.TTP.1i 6.W.PDW.6 6.W.RW.10				
Unit 4 Notes:				

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<p>May 10-28: Weeks 36-38 (13 days*) Some extra days here that may be worked into the schedule earlier but are part of the end of the school year. CASE Posttest Final tests May 27 - Administration day May 28 – Graduation</p>				
<p>End of 2nd semester</p>				
<p>Unit 5: Never Give Up Essential Question: What keeps people from giving up? Unit 5 Academic Vocabulary: <i>achieve, individual, instance, outcome, principle</i></p>			<p>Unit 5: pgs. 332-417 TE This unit will not be covered as a whole because of time, but parts can be used as needed to make sure all standards are covered.</p>	
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
<p>ANALYZE & APPLY</p>				
<p>Notice & Note Reading Model: Big Questions, Numbers and Stats, Quoted Words</p>				
<p>READING MODEL MEMOIR A Schoolgirl’s Diary <i>from</i> I Am Malala by Malala Yousafzai with Patricia McCormick 6.L.CSE.2 6.L.VAU.4a 6.L.VAU.4d 6.L.VAU.6 6.RI.KID.1</p>	<p>Analyze Characteristics and Features of Informational Texts Generate Questions</p>	<p>Research Create and Discuss -Write a Formal Letter -Discuss with a Small Group</p>	<p>debate, edict, defy, pseudonym, anonymous Greek and Latin Roots</p>	<p>Capitalization</p>

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6.RI.KID.2 6.SL.CC.1 6.W.PDW.4				
SHORT STORY “The First Day of School” by R. V. Cassill 6.L.CSE.2 6.L.KL.3 6.L.VAU.6 6.W.T TP.2 6.W.TTP.2a 6.W.TTP.2b 6.W.TTP.2c 6.W.TTP.2d 6.W.TTP.2e 6.W.TTP.2g 6.W.TTP.2i 6.W.PDW.4 6.W.PDW.5	Analyze Elements of Plot Analyze Influence of Setting on Plot and Character	Research Create and Discover -Write an Analytical Essay -Compare and Contrast with a Small Group	resentment, lament stealthily, linger, serene, poised Thesaurus	Sentence Patterns
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
POEM “Speech to the Young: Speech to the Progress-Toward” by Gwendolyn Brooks 6.L.CSE.1 6.L.VAU.6 6.RL.CS.4 6.RL.CS.5 6.RL.CS.6 6.RL.IKI.7	Analyze the Effects of Meter and Structural Elements Make Inferences about Theme and Author’s Purpose	Research Create and Present -Write a Short Poem -Record Your Poem	Unit 5 Academic Vocabulary: <i>achieve, individual, instance, outcome, principle</i>	Teacher’s choice

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6.SL.PKI.6 6.W.PDW.4 6.W.RBPK.7				
COLLABORATE & COMPARE				
Compare Presentations				
GRAPHIC BIOGRAPHY from <i>Into the Air</i> by Robert Burleigh illustrated by Bill Wylie 6.L.CSE.1 6.L.VAU.4d 6.L.VAU.4a 6.L.VAU.6 6.RI.IKI.7 6.RI.KID.2 6.SL.CC.1 6.W.PDW.4 6.W.RBPK.8	Analyze Characteristics of Multimodal Texts Determine Key ideas in Multimodal Texts	Research Create and Discuss -Write a Summary -Discuss with a Small Group	discourage, defeat, incorrect, preserve, prepare, demonstration Affixes	Adverbs and Adverb Clauses
Selection/Feature Title	Get Ready Skills/Objectives: “I can...”	Respond: Research/Create “I can...”	Critical Vocabulary Words /Vocabulary Strategy	Language Conventions
MENTOR TEXT BIOGRAPHY from <i>The Wright Brothers: How They Invented the Airplane</i> by Russell Freedman 6.L.CSE.2 6.L.VAU.4c 6.L.VAU.6 6.RI.KID.3	Analyze Characteristics of Informational Texts Determine Key Ideas	Research Create and Discuss -Write a Summary Poem -Hold a Small Group Discussion	experiment, prediction, accurate, calculate, apparatus Resources	Commas and Sentence Types

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<p>6.RI.IKI.9 6.SL.PKI.6 6.W.PDW.4 6.W.RBPK.8</p>				
<p>Collaborate & Compare Infer and Synthesize Key Ideas Within and Across Texts Compare Key Ideas</p>				
<p>Independent Reading/ Novel Study Activities Teacher's choice</p>				
<p>Unit 5 Tasks</p> <ul style="list-style-type: none"> • Write a Biographical Report • Produce and Present a Podcast <p>6.L.CSE.2 6.L.KL.3 6.L.VAU.6 6.W.TTP.2 6.W.TTP.2a 6.W.TTP.2b 6.W.TTP.2c 6.W.TTP.2d 6.W.TTP.2e 6.W.TTP.2g 6.W.TTP.2i 6.W.PDW.4 6.W.PDW.5 6.W.PDW.6</p>				

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