

Part I	<h2 style="text-align: center;">Curriculum Guide</h2> <p style="text-align: center;"><i>Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.</i></p>			
	Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
Pacing Guide	<p>Unit 1: Memoirs, Biographies & Autobiographies 43 days -Introduction – Genre Workshop, Reading Strategies Workshop, Academic Vocabulary Workshop -Text Analysis Workshop: Characteristics of Autobiographies, Memoirs & Personal Narratives -Informational Text: Literary Nonfiction (Memories, Biographies, Autobiographies) -Media</p>	<p>Unit 2: Novel Study 43 days The Watsons Go to Birmingham-1963. *Required novel study</p>	<p>Units 8-9: Persuasion and Argument 46 Days -Text Analysis Workshop: Reading for Information -Informational Text: Literary Nonfiction (Magazine Articles) -Comparing Information (Book Excerpt & Magazine Article) -Writing for Assessment -Media Study/Media Literacy: News Report -Text Analysis Workshop:</p>	<p>Units 3-4: Poetry and Novel Study – Esperanza Rising 48 Days - Text Analysis Workshop: Reading Poetry - Comparing Tone (Poetry) - Esperanza Rising Novel Study -Release 4 EdConnect Test</p>

	<ul style="list-style-type: none"> - Poetry (Comparing Text) -Writing Workshop: Personal Narrative -Text Analysis Workshop: Myths, Legend, and Tales -Classical Myths -Folktales 		<ul style="list-style-type: none"> <i>Argument and Persuasion</i> <i>-Informational Text: Literary Nonfiction (Research)</i> <i>-Responding to a Writing Prompt</i> <i>-Comparing Persuasion and Propaganda (Advertisement)</i> <i>-Media Study/Media Literacy: Persuasive Techniques in Commercials</i> <i>-Writing Workshop: Persuasive Essay</i> <i>-Socratic Seminar</i> 	
Standards	<p>RL/RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a</p>	<p>RL 6.9 Explain how an author develops the point of view of the narrator or speaker in a 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>RI 6.3 Determine how a particular story's or drama's</p>	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well 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</p>	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well 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>Standards:</p> <p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well 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>summary of the text distinct from personal opinions or judgements.</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 resolution.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>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>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p>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>RI 6.2 Determine a theme of central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</p> <p>RH 6.9 Analyze the relationship between a primary and secondary source on the same topic.</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>RH 6.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts.)</p> <p>RI 6.5 Analyze how a particular sentence,</p>	<p>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 6.4 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>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 6.3 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 6.4 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>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 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</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>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 judgements.</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>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
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	<p>connotative, and technical meanings.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits in to the overall structure of a text and contributes to the development of the ideas.</p> <p>RI/RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7 Integrate information presented in different media or</p>	<p>paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RH 6.3 Identify key steps in a text's description of a process related to history/ social studies (e.g. how a bill becomes law/ how interest rates are raised or lowered.)</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>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 judgements.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and</p>	<p>RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</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>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</p>	<p>RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</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>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.</p> <p>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.</p> <p>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>RST 6.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST 6.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST 6.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST 6.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST 6.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually</p>
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	<p>formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</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>L.6.4 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>L.6.5 Demonstrate understandings of figurative language, word relationships, and nuances in word meaning.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general</p>	<p>contributes to the development of the theme, setting or plot.</p>	<p>idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</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>RI 6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by</p>	<p>(e.g., in a flowchart, diagram, model, graph, or table).</p> <p>L 6.4 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>L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>RH 6.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>RH 6.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH 6.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH 6.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH 6.7 Integrate visual information (e.g. photographs, videos, or maps) with other information in print and digital texts.</p>
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	<p>academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RH.6-8.3 Identify key steps in a text's descriptions of a process related to historical/social studies (e.g. how a bill becomes a law, how interest rates are lowered or raised).</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>		<p>and a biography on the same person).</p> <p>RST 6.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST 6.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST 6.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and</p>	<p>RH 6.9 Analyze the relationship between a primary and secondary source on the same topic.</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.</p> <p>W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>
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	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.</p>		<p>content, choosing flexibly from a range of strategies.</p> <p>L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>RH 6.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p>
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RH 6.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH 6.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH 6.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH 6.9 Analyze the relationship between a primary and secondary source on the same topic.

W 6.1 Write arguments to support claims with clear reasons and relevant evidence.

W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

W 6.9 Draw evidence from

literary or informational texts to support analysis, reflection, and research.

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.

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.

SL 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and

			evidence from claims that are not. 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.	
Benchmark Assessments	<i>Release 1 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 2 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 3 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 4 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>
District Required Resources	Books: Holt McDougal Literature Teacher's 2012 Edition – Grade 6 Leveled texts are available in the school's guided reading library to	Books: Holt McDougal Literature Teacher's Edition 2012- Grade 6, <i>The Watsons Go to Birmingham, Building Academic Vocabulary (teacher resource)</i> Leveled texts are available in the school's guided reading library to meet the needs of all learners.	Books: Holt McDougal Literature Teacher's Edition 2012- Grade 6 Leveled texts are available in the school's guided reading library to meet the needs of all learners.	Books: Holt McDougal Literature Teacher's Edition 2012- Grade 6, Esperanza Rising, Novel Study Curriculum Resources Leveled texts are available in the school's guided reading library to meet the needs of all learners. Consumables: Reader's Notebooks DVD titles

	<p>meet the needs of all learners.</p> <p>Consumables: Readers/Writers Notebook, marble composition notebook, Adaptive Readers Reading Strategies and Literary Elements book (addendum) Socratic Seminar Resources (addendum)</p> <p>Technology: Hrw.com, Resource Manager, Best Practices Toolkit</p> <p>Websites: https://kahoot.com https://quizlet.com www.youtube.com/ Helen Keller Her Amazing Story 7:11 Smithsonian Learning Lab (REGISTER at learninglab.si.edu) check out Writing Inspiration: Using Art to Spark Narrative Story Elements</p>	<p>Consumables: Readers/Writers notebook, composition books</p> <p>DVD titles: Clips from the 2016 movie The Watson's Go to Birmingham</p> <p>Websites: My.hrw.com, https://kahoot.com https://quizlet.com Smithsonian Learning Lab (REGISTER at learninglab.si.edu) check out Writing Inspiration: Using Art to Spark Narrative Story Elements hkinginstitute.stanford.edu/eulogy-martyred-children (Eulogy for the Martyred Children) www.youtube.com/watch?v=hCxE6i_SzoQ (No More-Children of Birmingham)_ Teachingtolerance.org- (The Children's March)</p>	<p>Consumables: Reader's Notebooks</p> <p>DVD titles: The Great Debaters</p> <p>Websites: http://newsela.com</p>	<p>Websites: http://www.poetry4kids.com/ https://fizzyfunnyfuzzy.com/</p>
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<p>Modifications/Accommodations</p>	<ul style="list-style-type: none"> • Modifications alter the curriculum and are provided as per a student’s Individualized Education Plan (IEP). • Accommodations assist students in achieving success with the same curriculum and may be provided to any student. <ul style="list-style-type: none"> • Accommodations for LAL may include, but are not limited to the following: <ul style="list-style-type: none"> • Reading- Audio books, Reduce the amount of written text displayed at one time, Increase the font size of written text, Provide outline for lesson, Use visual representation of material • Writing- Use audio voice recorder, Use wide-lined paper, Provide word processor/spell check, Allow dictation • Classroom Procedures- Allow responses in spoken form, Provide additional time, Provide choice seating • Additional accommodations may be found in the Pre-Invention Referral Manual (PRIM) available at each school. <p>Embedded within each unit are the following sections to assist with providing differentiated instruction:</p> <ul style="list-style-type: none"> • “Resources” provide options to differentiate instruction for all levels (Struggling Readers, On Level, Advanced and English Language Learners). • “Content and Language Objectives” provides information to support English Language Learners based on the WIDA Can-Do Descriptors.
<p>21st Century Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental
<p align="center">Required 21st Century Life and Careers Standards</p>	
<p>CRP1. Act as a responsible and contributing citizens and employee. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	
<p align="center">Interdisciplinary Connections</p>	
<p>Unit 1: (Science) Weather That’s Out of This World!/Space Settlements/ Artists’ View of a Space Colony</p> <p>Unit 2: (Technology) Speaking and Listening Workshop: Asking Questions and Paraphrasing Ideas</p>	

Unit 3: (Historical Fiction) The Dog of Pompeii, Pompeii and Vesuvius

Unit 4: (Health/Character Ed.) The Problem with Bullies

Unit 5: (Technology) Technology Workshop: Updating an Online Feature Article

Unit 6: Apollo's Tree/Arachne (Cultural Values in Myths RL 2)

Unit 7: Apollo's Tree/Arachne (Cultural Values in Myths RL 2)

Unit 7: (Technology) Media Study from Houdini: The Great Escape (Documentary RI 7, RI 9)

Unit 7: (Technology) Technology Workshop: Producing a Documentary (Producing a Documentary SL 5)

Unit 8: (History) The First Emperor/Digging Up the Past

Unit 8: (Technology) Media Study: Persuasive Techniques in Commercials Persuasive Techniques in Commercials RI 7

Unit 9: (Technology) Technology Workshop: Presenting a Power Presentation (Producing a Power Presentation SL 5)

Technology Integration

The one-one initiative supports the use of One Drive, which will allow students to engage in research, work in collaborative teams, and provide a pathway for student-student and student-teacher feedback on site or at home.

8.1.8.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.8.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.8.D.4 Exhibit leadership for digital citizenship.