Part I	Curriculum Guide			
	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.			
	Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
Pacing Guide	Biographies & Autobiographies	Unit 2: Novel Study 43 days The Watsons Go to Birmingham-1963. *Required novel study	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:	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

	Poetry (Comparing Text) -Writing Workshop: Personal Narrative -Text Analysis Workshop: Myths, Legend, and Tales -Classical Myths -Folktales		Argument and Persuasion -Informational Text: Literary Nonfiction (Resear ch) -Responding to a Writing Prompt -Comparing Persuasion and Propaganda (Advertisement) -Media Study/Media Literacy: Persuasive Techniques in Commercials -Writing Workshop: Persuasive Essay -Socratic Seminar	
Standards	evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL/RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular	the narrator or speaker in a text. RL 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. RI 6.3 Determine how a particular story's or drama's	RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as well as well as from the text. RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	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. 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. Standards: 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. 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.

summary of the text plot unfolds in a series of personal opinions or RL 6.3 Describe how a particular story's or distinct from episodes as wells as how the iudgments. drama's plot unfolds in a series of episodes as personal opinions or characters respond or change RL 6.3 Describe how well as how the characters respond or change judgements. as the plot moves toward a a particular as the plot moves toward a resolution. RL.6.3 Describe how resolution. story's or drama's RL 6.4 Determine the meaning of words and a particular story's or plot unfolds in a phrases as they are used in a text, including drama's plot unfolds RI 6.2 Determine a theme of series of episodes as figurative and connotative meanings; analyze in a series of central idea of a text and how well as how the the impact of a specific word choice on episodes as well as it is conveyed characters respond meaning and tone through particular details; RL 6.5 Analyze how a particular sentence, how the characters or change as the respond or change as provide a summary of the text plot moves toward a chapter, scene, or stanza fits into the overall the plot moves distinct from personal opinions resolution. structure of a text and contributes to the toward resolution. or judgements. development of the theme, setting, or plot. RL 6.4 Determine RL 6.6 Explain how an author develops the RI.6.3 Analyze in the meaning of RH 6.9 Analyze the point of view of the narrator or speaker in a detail how a key words and phrases individual, event, or relationship between a as they are used in a text. idea is introduced, primary and secondary source text, including RL 6.9 Compare and contrast texts in different illustrated, and on the same topic. figurative and forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms elaborated in a text. connotative RL.6.4 Determine the RL 6.5 Analyze how a meanings; analyze of their approaches to similar themes and meaning of words particular sentence, chapter, the impact of a topics. and phrases as they scene or stanza fits into the specific word choice RI 6.1 Cite textual evidence to support analysis are used in a text, overall structure of a text and on meaning and of what the text says explicitly as well as including figurative contributes to the inferences drawn from the text. tone RL 6.5 Analyze how and connotative development of the theme, RI 6.2 Determine a central idea of a text and meanings; analyze setting or plot. a particular how it is conveyed through particular details; the impact of a sentence, chapter, provide a summary of the text distinct from specific word choice RH 6.6 Identify aspects of a scene, or personal opinions or judgments. text that reveal an author's stanza fits into the RI 6.3 Analyze in detail how a key individual, on meaning and overall structure of tone. point of view or purpose (event, or idea is introduced, illustrated, and RI.6.4 Determine the e.g. loaded language, inclusion a text and elaborated in a text (e.g., through examples or meaning of words or avoidance of particular anecdotes). contributes to the and phrases as they development of the RI 6.4 Determine the meaning of words and facts.) are used in a text, theme, setting, or phrases as they are used in a text, including including figurative, RI 6.5 Analyze how figurative, connotative, and technical plot. a particular sentence, meanings.

connotative, and technical meanings. 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. RI.6.5 Analyze how a particular chapter or section fits in to the overall structure of a text and contributes to the development of the ideas. w an author develops the point of view of the narrator or speaker in a text. Determine an author's point of it is conveyed in the text. RI.6.7 Integrate information presented in different media or

paragraph, chapter, or section RL 6.6 Explain how fits into the overall structure of an author develops a text and contributes to the development of the ideas. 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.)

RI 6.1 Cite textual evidence to terms of their support analysis of what the sentence, paragraph, text says explicitly as well as inferences drawn from the text.

RL 6.1 Cite textual evidence to analysis of what the the same person). support analysis of what the text says explicitly as well as RI/RL.6.6 Explain ho inferences drawn from the text.

RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; view or purpose in a provide a summary of the text details; provide a or judgements.

> RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and

the narrator or speaker in a text. contrast texts in different forms or and poems; fantasy stories) in approaches to similar themes and from claims that are not. topics. RI 6.1 Cite textual well as inferences drawn from the text. RI 6.2 Determine a

and how it is conveyed through particular distinct from judgments. RI 6.3 Analyze in

detail how a key

RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the the point of view of overall structure of a text and contributes to the development of the ideas.

RI 6.6 Determine an author's point of view or RL 6.9 Compare and purpose in a text and explain how it is conveyed in the text.

RI 6.7 Integrate information presented in genres (e.g., stories different media or formats (e.g., visually, quantitatively) as well as in words to develop a historical novels and coherent understanding of a topic or issue. RI 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence

RI 6.9 Compare and contrast one author's presentation of events with that of another evidence to support (e.g., a memoir written by and a biography on

text says explicitly as RST 6.1 Cite specific textual evidence to support analysis of science and technical texts. RST 6.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior central idea of a text knowledge or opinions.

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.

text and explain how distinct from personal opinions summary of the text RST 6.6 Analyze the author's purpose in providing an explanation, describing personal opinions or a procedure, or discussing an experiment in a text.

RST 6.7 Integrate quantitative or technical information expressed in words in a text with a individual, event, or version of that information expressed visually

(e.g., in a flowchart, diagram, model, graph, or formats (e.g., contributes to the idea is introduced. visually, quantitativel development of the theme, illustrated, and table). y) as well as in words setting or plot. elaborated in a text L 6.4 Determine or clarify the meaning of to develop a (e.g., through unknown and multiple-meaning words and examples or phrases based on grade 6 reading and content, coherent understanding of a anecdotes). choosing flexibly from a range of strategies. topic or issue. RI 6.4 Determine the L 6.5 Demonstrate understanding of figurative RL.6.9 Compare and meaning of words language, word relationships, and nuances in and phrases as they word meanings. contrast texts in L 6.6 Acquire and use accurately gradedifferent forms or are used in a text, genres (e.g., stories including figurative, appropriate general academic and domainand poems; historical connotative, and specific words and phrases; gather vocabulary novels and fantasy technical meanings. knowledge when considering a word or phrase stories) in terms of RI 6.5 Analyze how important to comprehension or expression. RH 6.1 Cite specific textual evidence to support their approaches to a particular similar themes and sentence, analysis of primary and secondary sources. paragraph, chapter, RH 6.2 Determine the central ideas or topics. information of a primary or secondary source; L.6.4 Determine or or section fits into clarify the meaning the overall structure provide an accurate summary of the source of unknown and of a text and distinct from prior knowledge or opinions multiple meaning contributes to the RH 6.3 Identify key steps in a text's description words and phrases development of the of a process related to history/social studies based on grade 6 ideas. (e.g., how a bill becomes law, how interest reading and content, RI 6.6 Determine an rates are raised or lowered). choosing flexibly author's point of RH 6.5 Describe how a text presents from a range of view or purpose in a information (e.g., sequentially, comparatively, strategies. text and explain causally). L.6.5 Demonstrate how it is conveyed RH 6.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded understandings of in the text. RI 6.9 Compare and language, inclusion or avoidance of particular figurative language, word relationships, contrast one facts). and nuances in word author's RH 6.7 Integrate visual information (e.g. photographs, videos, or maps) with other meaning. presentation of L.6.6 Acquire and use events with that of information in print and digital texts. accurately gradeanother (e.g., a appropriate general memoir written by

academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 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). 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).

the same person). RST 6.1 Cite specific topic. textual evidence to support analysis of science and technical texts. providing an explanation, describing a procedure, or discussing an experiment in a text. 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). 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and

and a biography on the same person). RH 6.9 Analyze the relationship between a primary and secondary source on the same RST 6.1 Cite specific topic.

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

RST 6.6 Analyze the author's purpose in providing an writing as needed by planning, revising, editing, rewriting, or trying a new approach. W 6.9 Draw evidence from literary or procedure, or discussing an 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 6.9 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 disciplinespecific tasks, purposes, and audiences.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.6.2 Write informative/explanat ory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and wellstructured event sequences.

content, choosing flexibly from a range of strategies. L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. RH 6.1 Cite specific textual evidence to support analysis of primary and secondary sources. 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

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 disciplinespecific tasks, purposes, and audiences. SL 6.1 Engage effectively in a range of collaborative discussions (one-onone, 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.	
	Release	Release 2 EdConnect Test	Release	Release 4 EdConnect Test
	1 EdConnect Test	Reading Inventory	3 EdConnect Test	Reading Inventory
	Reading	Running Records (every 4-		Running Records (every 4-6 weeks)
Benchmark Assess	Inventory	6 weeks)	Reading	Writing Portfolio
ments	Running Records	Writing Portfolio	Inventory	
	(every 4-6 weeks)		Running Records	
	Writing Portfolio		(every 4-6	
			weeks)	
			Writing Portfolio	
	Books: Holt	Books: Holt McDougal Literature Teacher's Edition 2012- Grade 6, <i>The</i>	Books: Holt McDougal Literature	Books: Holt McDougal Literature Teacher's Edition 2012- Grade 6, Esperanza Rising, Novel Study Curriculum
	McDougal	Watsons Go to Birmingham,		Resources
District Required	Literature	Building Academic	2012- Grade 6	Leveled texts are available in the school's
Resources	Teacher's 2012	Vocabulary (teacher		guided reading library to meet the needs of
ile Sources	Edition – Grade 6 Leveled texts are	resource) Leveled texts are available		all learners.
	available in the school's guided	in the school's guided reading library to meet the	school's guided reading library to meet the needs of	Consumables: Reader's Notebooks
	reading library to	needs of all learners.	all learners.	

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	Consumables: Readers/Wr		Websites: http://www.poetry4kids.com/	<u>IT</u>
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Consumables: Re		ader's Notebooks		
	DVD titles: Clips from the	DVD titles: The		
	2016 movie The Watson's	Great Debaters		
composition	Go to Birmingham	Websites: http://n		
	Websites: My.hrw.com,	<u>ewsela.com</u>		
	https://kahoot.com			
•	https://quizlet.com			
and Literary	Smithsonian Learning Lab			
Elements book	(REGISTER at			
(addendum)	learninglab.si.edu) check			
Socratic Seminar	our Writing Inspiration:			
Resources	Using Art to Spark Narrative			
(addendum)	Story Elements			
	hkinginstitute.stanford.edu/e			
com, Resource	ulogy-martyred-children			
Manager, Best	(Eulogy for the Martyred			
Practices Toolkit	Children)			
<u>Websites:</u>	www.youtube.com/watch?v=			
https://kahoot.com	hCxE6i SzoQ (No More-			
	Children of Birmingham)_			
https//quizlet.com	Teachingtolerance.org- (The			
www.youtube.com/	Children's March)			
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				
<u>Elements</u>				

	• Modifications alter the curriculum and are provided as per a student's Individualized Education Plan (IEP).
Modifications/Acco mmodations	 Accommodations assist students in achieving success with the same curriculum and may be provided to any student. Accommodations for LAL may include, but are not limited to the following: 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. Embedded within each unit are the following sections to assist with providing differentiated instruction: "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.
21st Century	Global Awareness Financial Formation Business and Entrangenesis Literacy
Themes	 Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy
	Health Literacy
	Environmental
	Required 21st Century Life and Careers Standards

- 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.

Interdisciplinary Connections

- Unit 1: (Science) Weather That's Out of This World!/Space Settlements/ Artists' View of a Space Colony
- Unit 2: (Technology) Speaking and Listening Workshop: Asking Questions and Paraphrasing Ideas

- 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.