



**Grade 6 ELA Curriculum Map**

**Unit 1-CHILDHOOD**

**Term 1: 44 days**

Days of Instruction	Big Ideas	Standards Covered	Resources	Vocabulary
3	<b>Essential Question</b> What are some of the challenges and triumphs of growing up?	<b>TG p. 4</b> <ul style="list-style-type: none"> <li>Read and analyze how authors express their points of view in different types of texts. <b>RL.6.6</b></li> <li>Expand Knowledge and use of academic and concept vocabulary. <b>RL.6.4</b></li> <li>Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. <b>W.6.3</b></li> <li>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.6.7</b></li> <li>Correctly use common, proper, and possessive nouns in writing and presentations. <b>L.6.1</b></li> <li>Use word choice, sentence structures, and tone to develop your voice in your writing. <b>L.6.3</b></li> <li>Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. <b>SL.6.1</b></li> <li>Integrate audio, visuals, and text in presentations. <b>SL.6.5</b></li> </ul>	<b>myPerspectives English Language Arts</b>  <b>Introduction Days 1-2</b> <b>Anchor Text (Memoir in Verse):</b> <i>from Brown Girl Dreaming</i> by Jacqueline Woodson <b>Media (Comic Strip):</b> <i>Gallery of Calvin and Hobbes Comics</i> by Bill Watterson <b>Launch Text:</b> <i>Wagon Train at Dusk</i> (Lexile 740)  <b>Unit Video:</b> Best of the Bee <b>Discuss It:</b> Discuss It Do you think competition should be part of everyone's childhood?  <b>Whole-Class Learning Strategies: DAY 3</b> <ul style="list-style-type: none"> <li>Listen Actively</li> <li>Clarify by asking questions</li> <li>Monitor Understanding</li> <li>Interact and Share ideas</li> </ul>	<b>Academic Vocabulary</b> Non-Fiction
11	<b>Analyze the Text</b> TG p. 20 <ul style="list-style-type: none"> <li>Make inferences</li> <li>Speculate</li> </ul>	RL.6.4, RL.6.5 RI.6.5, RI.6.6 RL.6.4, L.6.5 L.6.2, L.6.3	<b>Making Meaning</b>  <b>from Brown Girl Dreaming:</b> <b>TG p. 12-25</b> <b>First Read</b>	<b>Concept Vocabulary and Word Study</b> TG p. 22 (RL.6.4, L.6.5)

	<ul style="list-style-type: none"> <li>• Make a judgment</li> <li>• Answer the Essential Question</li> </ul>	<p>W.6.3, W.6.3.b W.6.3.b, W.6.3.d, W.6.9, W.6.9.a SL.6.1, SL.6.1.a-d</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>Notice:</b> Whom the story is about, what happens, where and when it happens and why those involved react as they do <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and write a storyboard of the selection</p> <p><b>Close Read (RL.6.4, RL.6.5)</b> TG p. 13: Analyze line breaks TG p. 13: Mark words that reveal narrator’s feelings TG p. 15: mark the words that are repeated in lines 5–7. TG p. 16: Mark words that indicate the exact words of Woodson and her sister in lines 9–23 of “sometimes.” TG p. 17: Mark details in lines 15–23 of “uncle robert” that show what the poet is thinking. TG p. 18: notice details related to things you can touch, including swings, sliding boards, hands, and eyes. TG p. 19: mark lines in italics in lines 23–38 that indicate that the mother and uncle are speaking</p> <p><b>Analyze Craft and Structure (RI.6.5, RI.6.6)</b> TG p. 21 Memoir and Poetry</p> <p><b>Language Development</b></p> <p><b>Conventions (L.6.2, L.6.3)</b> TG p. 23 Common, Proper, and Possessive Nouns</p> <p>noun common noun proper noun possessive nouns</p>	<p>Words that appeal to the senses:</p> <p>squish humming twist twirl shushes feathery</p> <p>Onomatopoeia</p>
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			<p><b>Writing</b> (W.6.3, W.6.3.b, W.6.3.b, W.6.3.d, W.6.9, W.6.9.a)</p> <p><b>Writing to Sources</b> TG p. 24 Poem</p> <p><b>Speaking and Listening</b> (SL.6.1, SL.6.1.a-d) TG p. 25-Partner discussion (Turn &amp; Talk)</p>	
1	<p><b>Analyze the Media</b> TG p. 30</p> <ul style="list-style-type: none"> <li>• Make inferences and support</li> <li>• Speculate</li> <li>• Draw conclusions</li> <li>• Answer the Essential Question</li> </ul>	<p>RL.6.1 RL.6.3 L.6.5, L.6.5.b</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>Gallery of Calvin and Hobbes Comics:</b> <b>TG p. 26-31</b></p> <p><b>First Review</b> <b>Look:</b> at each image and determine whom or what it portrays. <b>Note:</b> elements in each image that you find interesting and want to revisit. <b>Connect:</b> details in the images to other media you've experienced, texts you've or images you've seen. <b>Respond:</b> Complete Comprehension check</p> <p><b>Close Read (RL.6.3)</b> TG p. 27: Interpret images TG p. 28: Analyze character</p>	<p><b>Media Vocabulary</b> TG p. 30</p> <p>panel encapsulation speech balloon</p>

3	Write a Nonfiction Narrative	<p>W.6.3, W.6.3.a-e, W.6.4, W.6.5, W.6.6 L.6.3, L.6.3.a</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>TG p. 32-37</b> <b>Write a Nonfiction Narrative</b></p> <p><b>Prompt:</b> When did you have to use your imagination to find another way to do something?</p> <p><b>Language Development</b> Author’s Style: Voice</p>	
1	<p><b>Small-Group Learning Strategies:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p><b>Working as a Team</b></p> <ol style="list-style-type: none"> <li>1) Discuss the Topic</li> <li>2) List Your Rules</li> <li>3) Apply the Rules</li> <li>4) Name your Group</li> <li>5) Create a Communication Plan</li> </ol> <p><b>Making a Schedule</b></p> <p><b>Working on Group Projects</b></p>	<p>RL.6.1, RL.6.2, RL.6.5, RL.6.9, RL.6.10 RI.6.1, RI.6.2, RI.6.3, RI.6.5, RL.6.9, RI.6.10 L.6.1, L.6.1.a, L.6.1.b, L.6.4, L.6.4.b, L.6.4.c, L.6.4.d, L.6.5, L.6.5.a, L.6.5.b W.6.2, W.6.2.a-c, W.6.4, W.6.5, W.6.9, W.6.9.a-b SL.6.4</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>Public Document:</b> <i>Declaration of the Rights of the Child</i> The United Nations General Assembly <b>Magazine Article:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> by William Kremer <b>Memoir:</b> <i>from Bad Boy</i> by Walter Dean Myers <b>Poetry:</b> <i>I Was a Skinny Tomboy Kid</i> by Alma Luz Villanueva</p> <p><b>Small Group Instruction</b></p> <p><b>Performance-Based Assessment Task</b> <b>Present a Retelling</b> Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section. <b>SL.4, SL.5, SL.6</b></p>	
3	<p><b>Analyze the Text</b> (RI.6.1, SL.6.1, SL.6.4) TG p. 46</p>	<p>RI.6.1, SL.6.1, SL.6.4 RL.6.3, RL.6.5 L.6.4, L.6.4.b L.6.1, L.6.1.a W.6.2</p>	<p><b>Rights of a Child</b> <b>TG p. 42-49</b></p> <p><b>First Read</b></p>	<p><b>Concept Vocabulary and Word Study</b> (L.6.4, L.6.4.b) <b>TG p. 46</b></p>

	<ul style="list-style-type: none"> <li>Review and Clarify</li> <li>Present and Discuss</li> <li>Answer the Essential Question</li> </ul> <p><b>Analyze Craft and Structure</b> (RL.6.3, RL.6.5) TG p. 47 Development of Ideas</p>	<p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>Notice:</b> The general ideas of the text. What is it about? Who is involved?  <b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> Ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check</p> <p><b>Conventions</b> (L.6.1, L.6.1.a) TG p. 48 Pronoun Case</p> <p>pronoun pronoun case nominative (or) subjective case objective case possessive case</p> <p><b>Writing to Sources</b> (W.6.2) TG p. 49 Informational article, essay</p>	<p>Words related to laws and rights:  entitled enactment compulsory</p> <p>Latin root -puls-</p>
3	<p>Sequence of events <b>Analyze the Text</b> TG p. 56</p> <ul style="list-style-type: none"> <li>Review and Clarify</li> <li>Present and Discuss</li> <li>Answer the Essential Question</li> </ul>	<p>RI.6.5 RI.6.1, SL.6.1, SL.6.4 RI.6.3, RI.6.5 L.6.4, L.6.4.c, L.6.4.d, L.6.5, L.6.5.b L.6.1, L.6.1.b</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p><b>Michaela DePrince:</b> <b>TG p. 50-59</b></p> <p><b>First Read</b> <b>Notice:</b> the general ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection</p> <p><b>Close Read</b> TG p. 51: Sequence of events (RI.6.5)</p> <p><b>Analyze Craft and Structure</b> (RI.6.3, RI.6.5) TG p. 57 Biographical Writing</p>	<p><b>Concept Vocabulary and Word Study</b></p> <p>TG p. 56 (L.6.4, L.6.4.c, L.6.4.d, L.6.5, L.6.5.b) Words that relate to difficulties or to difficult situations, such as war:</p> <p>antagonism refugee distracted</p> <p>Synonyms and Antonyms</p>

			<p>narrative nonfiction direct quotations</p> <p><b>Language Conventions (L.6.1, L.6.1.b)</b> TG p. 58 Reflexive and Intensive Pronouns</p> <p>reflexive pronoun intensive pronoun</p>	
2	<p>Analyze details Central Idea Author's purpose</p>	<p>RI.6.2 RI.6.1, SL.6.1, SL.6.4 RI.6.1, RI.6.2, RI.6.5 L.6.4, L.6.4.c, L.6.4.b L.6.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>from Bad Boy:</b> <b>TG p. 60-67</b></p> <p><b>First Read</b> <b>Notice:</b> the general ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection</p> <p><b>Close Read</b> TG p. 63: Analyze details <b>Analyze Craft and Structure</b> TG p. 66: Central Idea; Author's purpose</p>	<p><b>Academic Vocabulary</b></p> <p>Central idea Analyze Author's purpose</p> <p><b>Concept Vocabulary</b> TG p. 65</p> <p>Words that convey states of mind, or attitudes, of different kinds and intensities:</p> <p>respected desperate disgusted</p> <p>Latin root -spec-</p>
3	<p>Analyze character Figurative Language</p>	<p>RL.6.3 RI.6.1 RL.6.1, RL.6.2, RL.6.4 L.6.4, L.6.4.b</p>	<p><b>I Was a Skinny Tomboy Kid</b> <b>TG p. 68-77</b></p> <p><b>First Read</b></p>	<p><b>Academic Vocabulary</b></p> <p>simile</p>

		<p>L.6.5, L.6.5.a  RL.6.9, RI.6.9, W.6.2, W.6.2.a-c, W.6.9, W.6.9.a-b, L.6.1, L.6.1.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Notice:</b> who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.  <b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> Ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check and writing a brief summary of the poem</p> <p><b>Close Read</b>  TG p. 69: Analyze character</p> <p><b>Analyze Craft and Structure</b>  TG p. 74  Figurative Language</p> <p><b>Author’s Style</b>  TG p. 75  Figurative Language</p> <p>simile  metaphor  personification</p> <p><b>Writing to Compare</b>  TG p. 76-77  compare-and-contrast essay</p>	<p>metaphor  personification</p> <p><b>Concept Vocabulary</b>  TG p. 73</p> <p>Words that convey feelings or states of being:</p> <p>clenched  stubborn  tenseness</p> <p>Anglo-Saxon  Suffix -ness</p>
2	<p><b>End-of-Unit Assessment/Nine Weeks</b>  <b>MDE Narrative Writing Prompt Assessment</b></p>	<p>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9  RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.9  L.6.1, L.6.2, L.6.3, L.6.4, L.6.5  W.6.3a-f</p>		

## Unit 2: Animal Allies

Term 2: 45 days

Days of Instruction	Big Ideas	Standards Covered	Resources	Vocabulary
3	<p><b>Essential Question</b> How can people and animals relate to each other?</p>	RL.6.2, RL.6.3, RL.6.5 RI.6.1, RI.6.6 L.6.2, L.6.2.a, L.6.2.b, L.6.4, L.6.4.b, L.6.4.d, L.6.5, L.6.5.b W.6.2.a-d, W.6.3, W.6.3.a, W.6.9, W.6.9.a	<p><b>Introduction</b>  <b>Unit Video:</b> People of the Horse: Special Bond  <b>Anchor Text (Memoir):</b> <i>from My Life with the Chimpanzees</i> by Jane Goodall  <b>Anchor Text (Historical Fiction):</b> <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner</p>	
11		RI.6.1, RI.6.6 RL.6.1, L.6.5.a L.6.2, L.6.2.a  <i>*Standards listed in the order they appear during instruction</i>	<p><b>from My Life With Chimpanzees:</b>  <b>TG p. 100-117</b></p> <p><b>First Read (RI.6.1, RI.6.6)</b>  <b>Notice:</b> the general ideas of the text. What is it about?            Who is involved?  <b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection  <b>Close Read</b>            TG p. 101: Analyze first person narrative            TG p. 102: mark the repetition of words that describe Dr. Goodall's experience with the chimps after the first day            TG p. 103: notice and highlight the details that tell me how the chimpanzees are responding to Dr. Goodall now            TG p. 105: mark the punctuation that Dr. Goodall uses to describe her reaction to the news about the chimpanzee visit            TG p. 106: Infer key ideas</p>	<p><b>Academic Vocabulary</b></p> <p>Author's purpose</p> <p>Inference</p> <p>Informative/ Explanatory Writing</p> <p><b>Concept Vocabulary and Word Study</b>            TG p. 114</p> <p>Words used to describe the chimpanzees' behavior:</p> <p>vanished            miserable            irritable            threateningly            impetuous            dominate</p>



			<p>TG p. 108: notice and highlight the details that describe how the chimps looked and behaved  TG p. 110: Analyze repetition</p> <p><b>Analyze the Text (RI.6.1)</b>  TG p. 112:</p> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Speculate</li> <li>• Answer the Essential Question</li> </ul> <p><b>Analyze Craft and Structure (RL.6.1, RI.6.6, L.6.5.a)</b>  TG p. 113  Author’s Purpose  Memoir</p> <p><b>Conventions (L.6.2, L.6.2.a)</b>  TG p. 115  Commas, Parentheses, and Dashes</p> <p>comma  nonessential  nonrestrictive  element  parentheses  dashes</p>	Latin suffix -able
5	<p><b>Analyze the Text</b>  TG p. 122</p> <ul style="list-style-type: none"> <li>• Interpret</li> <li>• Compare and contrast</li> <li>• Answer the Essential Question</li> </ul>	<p>RL.6.1, RL.6.2  RL.6.3, RL.6.5  L.6.4, L.6.4.b  L.6.2, L.6.2.b, L.6.5, L.6.5.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Hachiko:</b>  <b>TG p. 118-127</b></p> <p><b>First Read</b>  <b>Notice:</b> whom the story is about, what happens, where and when it happens, and why those involved react as they do  <b>Annotate:</b> By marking vocabulary and key passages you want to revisit</p>	<p><b>Academic Vocabulary</b></p> <p>Compare  Contrast  Details  Summary</p> <p><b>Concept Vocabulary and Word Study</b>  TG p. 124</p>

			<p><b>Connect:</b> Ideas within selection to what you already know and have read</p> <p><b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection</p> <p><b>Close Read (RL.6.1, RL.6.2)</b>  TG p. 119: notice and mark details that indicate Dr. Ueno's age  TG p. 120: Infer key ideas</p> <p><b>Analyze Craft and Structure (RL.6.2, RL.6.3, RL.6.5)</b>    TG p. 123  Historical Fiction</p> <p>Setting  Conflict  Theme</p> <p><b>Conventions (L.6.2, L.6.2.b, L.6.5, L.6.5.b)</b>    TG p. 125  Spelling and Capitalization</p> <p>irregular plurals  capitalization</p>	<p>Words that show how people act and react to one another:</p> <p>timidly  anxious  patiently  thoughtfully  silently</p> <p>Anglo-Saxon  Suffix -ly</p>
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2	Elements of Poetry	<p>RL.6.1, SL.6.1, SL.6.4          RL.6.4          L.6.4, L.6.4.c          L.6.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>A Blessing:</b>  <b>TG p. 138-143</b></p> <p><b>First Read</b>  <b>Notice:</b> who or what is “speaking” the poem and whether the poem tells a story or describes a single moment  <b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> Ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check</p> <p><b>Analyze the Text</b>          TG p. 141</p> <p><b>Analyze Craft and Structure (RL.6.4)</b>          TG p. 142          Elements of Poetry:</p> <p>lyric poem          sound devices          repetition          alliteration          figurative language          simile          tone</p> <p><b>Conventions (L.6.1)</b>          TG p. 143          Verbs and Verb Tenses</p> <p>verb          action verb</p>	<p><b>Academic Vocabulary</b></p> <p>lyric poem          sound devices          repetition          alliteration          figurative language          simile          tone</p> <p><b>Concept Vocabulary and Word Study</b>          TG p. 141          Words that relate to emotions:</p> <p>shyly          loneliness          blossom</p> <p>Multiple meaning words</p>

			linking verb tense past tense present tense future tense	
4		<p>RL.6.1 RL.6.5 RL.6.4 L.6.5, L.6.5c</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Predators:</b> TG p. 144-151</p> <p><b>First Read</b> <b>Notice:</b> who or what is “speaking” the poem and whether the poem tells a story or describes a single moment <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check</p> <p><b>Analyze the Text (RL.6.1)</b> TG p. 147</p> <p><b>Analyze Craft and Structure (RL.6.5)</b> TG p. 148 Poetic Structures</p> <p><b>Author’s Style (RL.6.4, L.6.5, L.6.5.c)</b> TG p. 149 Word Choice and Tone</p> <p>Diction Denotation Connotations</p>	<p><b>Academic Vocabulary</b></p> <p>stanza line stanza structure</p> <p><b>Concept Vocabulary and Word Study</b> TG p. 147 Words related to plants and gardening:</p> <p>wild cultivate domesticated</p> <p>Latin Root -dom-</p>
2	Analyze opinion Analyze simile Interpret quotation	<p>RI.6.4, RI.6.8 RI.6.1, RI.6.7</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Monkey Master:</b> TG p. 152-161</p> <p><b>First Read</b> <b>Notice:</b> the general ideas of the text. What is it about? Who is involved?</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 160 Words that have to do with art or</p>

			<p><b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> Ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check and write a brief summary of the selection</p> <p><b>Close Read</b>  TG p. 153: Analyze opinion  TG p. 154: Analyze simile  TG p. 157: Interpret quotation</p> <p><b>Analyze the Text</b>  TG p. 160</p>	<p>the critique of art:   purist  aesthetic  abstract</p>
3	<p>Understand Figurative language   Analyze conflict</p>	<p>RL.6.3, RL.6.4  RL.6.1  RI.6.3  L.6.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Black Cowboy, Wild Horses:</b>  <b>TG p. 162-171</b></p> <p><b>First Read</b>  <b>Notice:</b> whom the story is about, what happens, where and when it happens, and why those involved react as they do  <b>Annotate:</b> Mark vocabulary and key passages to revisit  <b>Connect:</b> Ideas within selection to what you already know and have read  <b>Respond:</b> Complete Comprehension check</p> <p><b>Close Read (RL.6.3, RL.6.4)</b>  TG p. 163: Understand Figurative language  TG p. 165: Analyze conflict  <b>Analyze the Text (RI.6.1)</b>  TG p. 168</p> <p><b>Analyze Craft and Structure (RI.6.3)</b>  TG p. 169  Plot</p> <p><b>Conventions (L.6.1)</b>  TG p. 170  Perfect Tenses of Verbs</p>	<p><b>Academic Vocabulary</b></p> <p>plot  exposition  conflict  rising action  climax  falling action  resolution</p> <p><b>Concept Vocabulary and Word Study</b>  TG p. 168</p> <p>Words that describe movement:   milled  skittered  quivering</p>

				Multiple-meaning words
15	<p style="text-align: center;"><b>End-of-Unit</b></p> <ul style="list-style-type: none"> <li>● 30 instructional days for Unit 2</li> <li>● 15 days left for extended instructional time, small group instructional days, writing instruction, and assessment</li> </ul>		<p style="text-align: center;"><b>Reteach, remediate, and enrich all standards taught</b></p>	

**UNIT 3: MODERN TECHNOLOGY**  
**TERM 3: 44 days**

Days of Instruction	Big Ideas	Standards Covered	Resources	Vocabulary
3	<p><b>Essential Question</b> How is modern technology helpful and harmful to society?</p>	<p>RL.6.6., RI.6.6 RL.6.4, RI.6.4 L.6.1 L.6.4, L.6.4b RL.6.1 RL.6.2 W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Introduction</b></p> <p><b>Unit Video:</b> Dog Receives Prosthetic Legs Made by 3-D Printer</p> <p><b>Anchor Text (Short Story):</b> <i>Feathered Friend</i> by Arthur C. Clarke <b>Anchor Text (Blog Post):</b> <i>Teens and Technology Share a Future</i> by Stefan Etienne <b>Anchor Text (Blog Post):</b> <i>The Black Hole of Technology</i> by Leena Khan <b>Media (Video):</b> <i>The Internet of Things</i> by IBM Social Media</p>	
10	Determine theme	<p>RL.6.1 RL.6.2 L.6.4, L.6.4b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Feathered Friend: TG p. 194-205</b></p> <p><b>First Read</b> <b>Notice:</b> Whom the story is about, what happens, where and when it happens and why those involved react as they do <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection</p> <p><b>Close Read</b> TG p. 195: Analyze description TG p. 196: notice and highlight the details that tell what the canary looks like and how it moves in the absence of gravity TG p. 197: Analyze first person narrative TG p. 198: Analyze irony</p>	<p><b>Academic Vocabulary</b> theme implied theme setting</p> <p><b>Concept Vocabulary and Word Study</b> TG p. 202 Words related to feelings of sadness, suffering, and regret:</p> <p>pathetically distressed mournfully apology lamented</p>

			<p><b>Analyze the Text (RL.6.1)</b> TG p. 200</p> <p><b>Analyze Craft and Structure (RL.6.2)</b> TG p. 201 Determine Theme</p> <p><b>Conventions (L.6.1, L.6.5)</b> TG p. 203 Compound Words</p> <p><b>Writing to Sources (W.6.1)</b> TG p. 204 Argumentative Essay</p>	Greek root -path-
3	Author's perspective	<p>RI.6.1, RI.6.5, RI.6.6, RI.6.8 L.6.2, L.6.4, L.6.4b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Teens and Technology:</b> <b>TG p. 206-213</b></p> <p><b>First Read</b> <b>Notice:</b> the general ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check</p> <p><b>Close Read</b> TG p. 207: notice and highlight the details that tell how difficult but rewarding it is to find information you're looking for on the Internet TG p. 208: Analyze persuasive techniques</p> <p><b>Analyze the Text</b> TG p. 210</p> <p><b>Analyze Craft and Structure</b> TG p. 211</p>	<p><b>Academic Vocabulary</b></p> <p>argument claim perspective</p> <p><b>Technical Vocabulary and Word Study</b> TG p. 212 microchips trigonometry pixels</p> <p>Greek Suffix -metry</p>



			<p>Author's Perspective</p> <p><b>Conventions</b> TG p. 213 Appositives and Appositive Phrases</p>	
5	Analyze characterization	<p>RI.6.1 RI.6.3 RI.6.4 RI.6.8 W.6.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>The Black Hole of Technology:</b> <b>TG p. 214-223</b></p> <p><b>First Read</b> <b>Notice:</b> the general ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check</p> <p><b>Close Read</b> TG p. 215: Analyze repetition TG p. 216: Analyze characterization</p> <p><b>Analyze the Text</b> TG p. 218</p> <p><b>Analyze Craft and Structure</b> TG p. 219 Persuasive Techniques</p> <p><b>Conventions</b> TG p. 221 Independent and Dependent Clauses</p> <p><b>Writing to Sources</b> TG p. 222-223 Argumentative Essay</p>	<p><b>Academic Vocabulary</b></p> <p>Characterization Repetition</p> <p><b>Concept Vocabulary and Word Study</b> TG p. 220 Words that relate to eating and taking in nutrients:</p> <p>devouring absorbing process consumed digesting</p> <p>Multiple-Meaning Words</p>

4	Objective summary Argumentative Writing	W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1  <i>*Standards listed in the order they appear during instruction</i>	<p><b>The Internet of Things:</b> <b>TG p. 224-227</b></p> <p><b>First Review</b> <b>Watch:</b> Who speaks, what they say, and how they say it <b>Note:</b> Elements that you find interesting and want to revisit <b>Connect:</b> Details in the video to other videos or texts you've read, or images you've seen <b>Respond:</b> By completing the Comprehension Check</p> <p><b>Close Review</b> TG p. 225: Analyze evidence</p> <p><b>Analyze the Media</b> TG p. 226</p> <p><b>Writing to Compare</b> TG p. 227 Objective Summary</p> <p>TG p. 228-233 <b>Write an Argument</b> Prompt: Do electronic devices and online access really improve our lives? Language Development: Style, transitions</p>	<p><b>Academic Vocabulary</b></p> <p>Fact Opinion</p> <p><b>Media Vocabulary</b> TG p. 226 images or graphics animation audio voiceover narrator</p>
6	Analyze narrator	RL.6.6 RL.6.1 RL.6.2, RL.6.5 L.6.4, L.6.4.b L.6.1 W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, W.6.5  <i>*Standards listed in the order they appear during instruction</i>	<p><b>Small group learning</b></p> <p><b>The Fun They Had:</b> <b>TG p. 238-247</b></p> <p><b>First Read</b> <b>Notice:</b> Whom the story is about, what happens, where and when it happens, and why those involved react as they do <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read</p>	<p><b>Academic Vocabulary</b></p> <p>Dialogue Narrator Theme</p> <p><b>Concept Vocabulary and Word Study</b> TG p. 244 Words used to describe an</p>

			<p><b>Respond:</b> Complete Comprehension check by writing a brief summary of the selection</p> <p><b>Close Read</b> TG p. 239: Analyze narrator</p> <p><b>Analyze the Text</b> TG p. 244</p> <p><b>Analyze Craft and Structure</b> TG p. 245 Science Fiction Writing</p> <p><b>Conventions</b> TG p. 245 Action Verbs and Linking Verbs</p> <p><b>Writing to Sources</b> TG p. 246-247 Dialogue</p>	<p>attitude or behavior:</p> <p>loftily sorrowfully nonchalantly</p> <p>Anglo-Saxon Suffix -ful</p>
3	Analyze anecdotes	<p>RI.6.4 RI.6.1 RI.6.3, RI.6.5 L.6.4, L.6.4.b L.6.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><b>Is our Gain Also our Loss?:</b> <b>TG p. 248-255</b></p> <p><b>First Read</b> <b>Notice:</b> General ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection</p> <p><b>Close Read</b> TG p. 249: Analyze anecdotes</p> <p><b>Analyze the Text</b> TG p. 252</p> <p><b>Analyze Craft and Structure</b> TG p. 253</p>	<p><b>Academic Vocabulary</b></p> <p>Anecdote</p> <p><b>Concept Vocabulary and Word Study</b> TG p. 252 Words related to time conditions:</p> <p>gradually nostalgic continuation</p> <p>Latin suffix -ation</p>

			<b>Conventions</b> TG p. 254 Comparative and Superlative Degrees	
3		RI.6.1 L.6.6 W.6.2, W.6.8, SL.6.4, SL.6.5, SL.6.6  <i>*Standards listed in the order they appear during instruction</i>	<b>Bored...and Brilliant?</b> <b>TG p. 255-259</b>  <b>First Review</b> <b>Listen:</b> and note who is speaking, what they're saying, and how they're saying it <b>Note:</b> Elements that you find interesting and want to revisit <b>Connect:</b> ideas in the audio to other media you've experienced, texts you've read, or images you've seen <b>Respond:</b> Complete Comprehension check  <b>Close Review</b> TG p. 257: Analyze evidence  <b>Analyze the Media</b> TG p. 258  <b>Research:</b> TG p. 259	<b>Academic Vocabulary</b>  <b>Evidence</b>  <b>Concept Vocabulary</b> TG p. 258  podcast host interview
7	<b>End-of-Unit</b> <ul style="list-style-type: none"> <li>37 instructional days for Unit 3</li> <li>7 days left for extended instructional time, small group instructional days, writing instruction, and assessment</li> </ul>		<b>Reteach, remediate, and enrich all standards taught</b>	

**UNIT 4: IMAGINATION**  
**UNIT 5: EXPLORATION**  
**TERM 4: 47 days**

47	Priority Skills	Review ALL standards	Teachers should use lessons from <i>myPerspectives Units 4 and 5 for review.</i>
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