



BRING LITERATURE TO LIFE



TENNESSEE ELA STANDARDS MAP

GRADE 6



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LE.1030377



Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section | Content | Assessed Skills and Standards |
|--|--|---|
| Reading | Goody Two-Shoes Genre: Fiction Word Count: 837 Lexile: | Summarizing 6.RL.KID.2 Context Clues 6.L.VAU.4.a Textual Evidence 6.RL.KID.1 Setting 6.RL.KID.3 Language, Style, and Audience 6.RL.CS.4 Figurative Language 6.L.VAU.5 Word Meaning 6.L.VAU.4.c, 6.L.VAU.4.a |
| | Mahatma Gandhi Genre: Non-fiction Word Count: 618 Lexile: 1020 | Context Clues 6.L.VAU.4.a Textual Evidence 6.RL.KID.1 Author's Purpose and Point of View 6.RI.CS.6 Central or Main Idea 6.RI.KID.2 Informational Text Elements 6.RI.KID.3 |
| | A Movement Is Born Genre: Fiction Word Count: 501 Lexile: 1020 | Context Clues 6.L.VAU.4.a Textual Evidence 6.RL.KID.1 Figurative Language 6.L.VAU.5 Setting 6.RL.KID.3 Summarizing 6.RL.KID.2 Compare and Contrast 6.RL.IKI.9 |
| | Dressing Up Genre: Fiction Word Count: 866 Lexile: 1020 | Figurative Language 6.L.VAU.5 Textual Evidence 6.RL.KID.1 Language, Style, and Audience 6.RL.CS.4 Setting 6.RL.KID.3 Summarizing 6.RL.KID.2 Context Clues 6.L.VAU.4.a |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | | |
| Revising and Editing | Student Passage #1 | Quotation Marks and Italics 6.L.CSE.2 Dashes and Hyphens 6.L.CSE.2 |
| | Student Passage #2 | Revising 6.W.PDW.5 |
| Writing | Prompt: Research Report | Research Report 6.W.TP.2.a, 6.W.TP.2.b, 6.W.TP.2.c, 6.W.TP.2.d, 6.W.TP.2.e, 6.W.TP.2.f, 6.W.TP.2.g, 6.W.TP.2.h, 6.W.TP.2.i, 6.W.TP.2.j |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|--|---|
| ELL Resources | Middle School Loneliness, Fiction | "Middle School Loneliness" serves as a structural and thematic model for Rosa Parks: My Story or Brave, and may be used in place of or as an extension to those texts. |
| | Shakespeare in Harlem, Informational | "Shakespeare in Harlem" serves as a structural and thematic models for Rosa Parks: My Story or Brave, and may be used in place of or as an extension to those texts. |
| | EOP, Informational | In this Extended Oral Project, students will plan, write, and deliver an informational essay a hero who has influenced their lives. This may be assigned in place of this unit's EWP. |
| Novel Study Options | Eleanor Roosevelt: A Life of Discovery Non-Fiction Touching Spirit Bear, Fiction | Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

GRADE 6

This grade level Curriculum Map outlines the scope and sequence of texts and skills that are taught in each unit. Every unit is built around a theme, essential question, and genre focus. The charts that follow provide suggested pacing, along with guidance on opportunities for practice and reteaching to standards mastery.

Titles of the reading selections, including paired texts. To the left are days for suggested pacing.

Skill lessons and focus standards that are taught with each text or cluster of texts.

Spotlight Skill lessons along with texts in future units that teachers can use to review any skills or concepts with which students may be struggling.

Opportunities to practice skills that were taught with each text as well as spiraled skills from previous texts and units in the Close Reading of a given text.

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|--|---|--|---|
| 12-13 | Tableau | Poetic Elements and Structure (6.RL.CS.5) | Spotlight: Poetic Elements and Structure (6.RL.CS.5) Unit 3: I, Too Poetic Elements and Structure (6.RL.CS.5) Unit 4: Famous Poetic Elements and Structure (6.RL.CS.5) | Figurative Language (6.RL.CS.4; 6.L.VAU.5) Poetic Elements and Structure (6.RL.CS.5) |
| 14-19 | The Voice in My Head We're on the Same Team | Summarizing (6.RI.KID.2) | Spotlight: Summarizing (6.RI.KID.2) | Textual Evidence (6.RI.KID.1) Summarizing (6.RI.KID.2) |

The Curriculum map also includes pacing for and a breakdown of the Extended Writing Project, the long-form writing assignment for each unit. Additional charts provide information on the end-of-unit review and assessment along with resources for supplementary instruction.

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|------|--|--|---|---|
| 1-6 | SyncStart: Eleven | Annotation (6.RL.KID.1) Context Clues (6.RL.CS.4, 6.L.VAU.4.a) Reading Comprehension (6.RL.RRTC.10) Text Dependent Responses (6.RL.KID.1) Textual Evidence (6.RL.KID.1) Figurative Language (6.RL.CS.4, 6.L.VAU.5) Collaborative Conversations (6.SL.CC.1) Short Constructed Responses (6.RL.KID.1; 6.W.PDW.4) Peer Review (6.W.PDW.5) | Spotlight Skill: Annotation (6.RL.KID.1) Spotlight Skill: Context Clues (6.RL.CS.4, 6.L.VAU.4.a) Spotlight Skill: Reading Comprehension (6.RL.RRTC.10) Spotlight Skill: Text Dependent Responses (6.RL.KID.1) Spotlight Skill: Textual Evidence (6.RL.KID.1) Spotlight Skill: Figurative Language (6.RL.CS.4, 6.L.VAU.5) Spotlight Skill: Collaborative Conversations (6.SL.CC.1) Spotlight Skill: Short Constructed Response (6.RL.KID.1; 6.W.PDW.4) Spotlight Skill: Peer Review (6.W.PDW.5) Unit 2 Text: Teenagers Skill: Figurative Language (6.RL.CS.4, 6.L.VAU.5) | Textual Evidence (6.RL.KID.1) Figurative Language (6.RL.CS.4, 6.L.VAU.5) |
| | Big Idea: What do we do when life gets hard? | Recognizing Genre: Fiction Academic Vocabulary: Digging Deep | | Write: Analyzing Genre |
| 7-9 | The Mighty Miss Malone | Character (6.RL.KID.3) | Spotlight Skill: Textual Evidence (6.RL.KID.1) Spotlight Skill: Character (6.RL.KID.3) Unit 3 Text: Heroes Every Child Should Know: Perseus Skill: Character (9.RL.KID.3) Unit 5 Text: Amigo Brothers Skill: Character (9.RL.KID.3) | Character (6.RL.KID.3) |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|---|--|--|--|
| 10-13 | <p>PAIRED READINGS</p> <p>Red Scarf Girl</p> <p>Hatchet</p> | <p>Setting (6.RL.KID.3)</p> <p>Compare and Contrast (6.RL.IKI.9)</p> | <p>Spotlight Skill: Setting (6.RL.KID.3)</p> <p>Spotlight Skill: Compare and Contrast (6.RL.IKI.9)</p> <p>Unit 5 Text: The All-American Slurp Skill: Setting (6.RL.KID.3)</p> <p>Unit 6 Text: Touching Spirit Bear Skill: Setting (6.RL.KID.3)</p> <p>Unit 2 Text: A Poem for My Librarian, Mrs. Long Skill: Compare and Contrast (6.RL.IKI.9)</p> | <p>Setting (6.RL.KID.3)</p> <p>Compare and Contrast (6.RL.IKI.9)</p> |
| 14-16 | The Magic Marker Mystery | Dramatic Elements and Structure (6.RL.CS.5) | <p>Spotlight Skill: Dramatic Elements and Structure (6.RL.CS.5)</p> <p>Unit 5 Text: The Miracle Worker Skill: Dramatic Elements and Structure (6.RL.CS.5)</p> | <p>Character (6.RL.KID.3)</p> <p>Dramatic Elements and Structure (6.RL.CS.5)</p> |
| 17-19 | Scout's Honor | <p>Story Structure (6.RL.CS.5)</p> <p>Plot (6.RL.KID.3)</p> | <p>Spotlight Skill: Plot (6.RL.KID.3)</p> <p>Spotlight Skill: Story Structure (6.RL.CS.5)</p> <p>Unit 5 Text: Damon and Pythias Skill: Plot (6.RL.KID.3)</p> <p>Unit 2 Text: Roll of Thunder, Hear My Cry Skill: Story Structure (6.RL.CS.5)</p> <p>Unit 3 Text: The Lightning Thief Skill: Story Structure (6.RL.CS.5)</p> | <p>Character (6.RL.KID.3)</p> <p>Plot (6.RL.KID.3)</p> <p>Story Structure (6.RL.CS.5)</p> |
| 20-22 | The Good Samaritan | Summarizing (6.RL.KID.2) | <p>Spotlight Skill: Summarizing (6.RL.KID.2)</p> <p>Unit 6 Text: Bronx Masquerade Skill: Summarizing (6.RL.KID.2)</p> | <p>Summarizing (6.RL.KID.2)</p> <p>Character (6.RL.KID.3)</p> |
| 23-27 | <p>PAIRED READINGS</p> <p>Jabberwocky</p> <p>Gathering Blue</p> <p>A Wrinkle in Time</p> | Context Clues (6.RL.CS.4, 6.L.VAU.4.a) | Spotlight Skill: Context Clues (6.RL.CS.4, 6.L.VAU.4.a) | <p>Character (6.RL.KID.3)</p> <p>Setting (6.RL.KID.3)</p> <p>Context Clues (6.RL.CS.4, 6.L.VAU.4.a)</p> <p>Compare and Contrast (6.RL.IKI.9)</p> |

In the second half of the unit, students continue exploring texts that address the unit's Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|---|---|---|
| 16 | Narrative Writing Process: Plan | | |
| 17-18 | Narrative Writing Process: Draft | Organizing Narrative Writing (6.W.TTP.3.b) | Spotlight Skill: Organizing Narrative Writing (6.W.TTP.2.i) |
| 19-24 | Narrative Writing Process: Revise | Story Beginnings (6.W.TTP.3.a) Descriptive Details (6.W.TTP.3.g) Narrative Techniques (6.W.TTP.3.d) Transitions (6.W.TTP.3.c) Conclusions (6.W.TTP.3.f) | Spotlight Skill: Story Beginnings (6.W.TTP.3.a) Spotlight Skill: Descriptive Details (6.W.TTP.3.g) Spotlight Skill: Narrative Techniques (6.W.TTP.3.d) Spotlight Skill: Transitions (6.W.TTP.3.c) Spotlight Skill: Conclusions (6.W.TTP.3.f) |
| 25-28 | Narrative Writing Process: Edit and Publish | Grammar: Personal Pronouns (6.L.CSE.1.b) Grammar: Pronouns and Antecedents (6.L.CSE.1.b) Grammar: Consistent Pronoun Use (6.L.CSE.1.b) | Spotlight Skill: Grammar: Personal Pronouns (6.L.CSE.1.b) Spotlight Skill: Grammar: Pronouns and Antecedents (6.L.CSE.1.b) Spotlight Skill: Grammar: Consistent Pronoun Use (6.L.CSE.1.b) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 1. |

| Assessment Section | Content | Assessed Skills and Standards |
|--|--|---|
| Reading | Another Day in Paradise Genre: Fiction Word Count: 869 Lexile: 930 | Setting 6.RL.KID.3 Context Clues 6.RL.CS.4 Character 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Summarizing 6.RL.KID.2 |
| | Stuck Genre: Drama Word Count: 686 Lexile: N/A | Summarizing 6.RL.KID.2 Figurative Language 6.RL.CS.4 Character 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Dramatic Elements and Structure 6.RL.CS.5 Setting 6.RL.KID.3 |
| | Powered Down Genre: Fiction Word Count: 669 Lexile: 940 | Setting 6.RL.KID.3 Dramatic Elements and Structure 6.RL.CS.5 Textual Evidence 6.RL.KID.1 Theme 6.RL.KID.2 Plot 6.RL.KID.3 Context Clues 6.RL.CS.4 Compare and Contrast 6.RL.IKI.9 |
| | Business as Usual Genre: Drama Word Count: 935 Lexile: N/A | Figurative Language 6.RL.CS.4 Setting 6.RL.KID.3 Plot 6.RL.KID.3 Character 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Dramatic Elements and Structure 6.RL.CS.5 |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | | |
| Revising and Editing | Student Passage #1 | Personal Pronouns 6.L.CSE.1.b Consistent Pronoun Use 6.L.CSE.1.b Pronouns and Antecedents 6.L.CSE.1.b |
| | Student Passage #2 | Descriptive Details 6.W.PDW.5 Organizing Writing 6.W.PDW.5 Narrative Techniques 6.W.PDW.5 Transition Words 6.W.PDW.5 Beginnings and Conclusions 6.W.PDW.5 |
| Writing | Prompt: Narrative Writing | Narrative Writing 6.W.TTP.3.a, 6.W.TTP.3.b, 6.W.TTP.3.c, 6.W.TTP.3.d, 6.W.TTP.3.e, 6.W.TTP.3.f, 6.W.TTP.3.g |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|--|--|
| ELL Resources | Lost Island, Fiction | “Lost Island” serves as a structural and thematic model for Hatchet and may be used in place of or as an extension to this text. |
| | Connected, Fiction | “Connected” serves as a structural and thematic model for A Wrinkle in Time and may be used in place of or as an extension to this text. |
| | EOP, Narrative | In this Extended Oral Project, students will prepare and deliver a dramatic scene that describes what would happen if they got lost in a crowded public place. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | Hatchet, Fiction A Wrinkle in Time, Fiction | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|---|---|---|---|
| 1-2 | The Big Idea: How do relationships shape us? | Recognizing Genre: Poetry Academic Vocabulary: Having Conversations | | Write: Analyzing Genre |
| 3-5 | Walk Two Moons | Language, Style, and Audience (6.RL.CS.4) Textual Evidence (6.RL.KID.1) | Spotlight Skill: Textual Evidence (6.RL.KID.1) Spotlight Skill: Language, Style, and Audience (6.RL.CS.4) Unit 5 Text: Listen, Slowly Skill: Language, Style, and Audience (6.RL.CS.4) Unit 6 Text: Brave Skill: Language, Style, and Audience (6.RL.CS.4) | Textual Evidence (6.RL.KID.1) Character (6.RL.KID.3) Language, Style, and Audience (6.RL.CS.4) Compare and Contrast (6.RL.IKI.9) |
| 6-9 | Roll of Thunder, Hear My Cry | Connotation and Denotation (6.RL.CS.4) Theme (6.RL.KID.2) Story Structure (6.RL.CS.5) | Spotlight Skill: Theme (6.RL.KID.2) Spotlight Skill: Connotation and Denotation (6.RL.CS.4) Spotlight Skill: Story Structure (6.RL.CS.5) Unit 3 Text: Hoot Skill: Theme (6.RL.KID.2) Unit 4 Text: All Summer in a Day Skill: Theme (6.RL.KID.2) Unit 3 Text: The Lightning Thief Skill: Story Structure (6.RL.CS.5) | Theme (6.RL.KID.2) Language, Style, and Audience (6.RL.CS.4) Connotation and Denotation (6.RL.CS.4; 6.L.VAU.5) |
| 10-13 | Teenagers | Figurative Language (6.RL.CS.4; 6.L.VAU.5) | Spotlight Skill: Figurative Language (6.RL.CS.4; 6.L.VAU.5) | Textual Evidence (6.RL.KID.1) Figurative Language (6.RL.CS.4; 6.L.VAU.5) |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|---|---|---|--|
| 14-15 | Tableau | Poetic Elements and Structure (6.RL.CS.5) | Spotlight Skill: Poetic Elements and Structure (6.RL.CS.5) Unit 3 Text: I, Too Skill: Poetic Elements and Structure (6.RL.CS.5) Unit 4 Text: Famous Skill: Poetic Elements and Structure (6.RL.CS.5) | Figurative Language (6.RL.CS.4; 6.L.VAU.5) Poetic Elements and Structure (6.RL.CS.5) |
| 16-19 | PAIRED READINGS The Voice in My Head We're on the Same Team | Summarizing (6.RI.KID.2) | Spotlight Skill: Summarizing (6.RI.KID.2) | Textual Evidence (6.RI.KID.1) Summarizing (6.RI.KID.2) |
| 20-22 | The Treasure of Lemon Brown | Point of View (6.RL.CS.6) | Spotlight Skill: Point of View (6.RL.CS.6) Unit 4 Text: All Summer in a Day Skill: Point of View (6.RL.CS.6) Unit 5 Text: Charles Skill: Point of View (6.RL.CS.6) | Character (6.RL.KID.3) Plot (6.RL.KID.3) Setting (6.RL.KID.3) Point of View (6.RL.CS.6) |
| 23-27 | PAIRED READINGS The Circuit: Stories from the Life of a Migrant Child That Day A Poem for My Librarian, Mrs. Long | Compare and Contrast (6.RL.IKI.9) | Spotlight Skill: Compare and Contrast (6.RL.IKI.9) | Theme (6.RL.KID.2) Point of View (6.RL.CS.6) Compare and Contrast (6.RL.IKI.9) |

In the second half of the unit, students continue exploring texts that address the unit's Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|---|--|--|
| 16 | Argumentative Writing Process: Plan | | |
| 17-20 | Argumentative Writing Process: Draft | Organizing Argumentative Writing (6.W.TTP.1.c) Thesis Statement (6.W.TTP.1.a) Reasons and Relevant Evidence (6.W.TTP.1.b, 6.W.TTP.1.d) | Spotlight Skill: Organizing Argumentative Writing (6.W.TTP.1.c) Spotlight Skill: Thesis Statement (6.W.TTP.1.a) Spotlight Skill: Reasons and Relevant Evidence (6.W.TTP.1.b, 6.W.TTP.1.d) |
| 21-25 | Argumentative Writing Process: Revise | Introductions (6.W.TTP.1.a) Transitions (6.W.TTP.1.g) Style (6.W.TTP.1.i) Conclusions (6.W.TTP.1.e) | Spotlight Skill: Introductions (6.W.TTP.1.a) Spotlight Skill: Transitions (6.W.TTP.1.g) Spotlight Skill: Style (6.W.TTP.1.i) Spotlight Skill: Conclusions (6.W.TTP.1.e) |
| 26-28 | Argumentative Writing Process: Edit and Publish | Grammar: Spelling Rules I (6.L.CSE.2) Grammar: Possessive Pronouns (6.L.CSE.1.b) Grammar: Formal and Informal Language (6.L.KL.3) | Spotlight Skill: Grammar: Spelling Rules I (6.L.CSE.2) Spotlight Skill: Grammar: Possessive Pronouns (6.L.CSE.1.b) Spotlight Skill: Grammar: Formal and Informal Language (6.L.KL.3) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 2. |

| Assessment Section | Content | Assessed Skills and Standards |
|----------------------|--|--|
| Reading | The Sandpiper Genre: Poetry Word Count: 207 Lexile: N/A | Figurative Language 6.RL.CS.4, 6.L.VAU.5 Language, Style, and Audience 6.RL.CS.4 Poetic Elements and Structure 6.RL.CS.5 Theme 6.RL.KID.2 |
| | Kindred Spirits Genre: Non-fiction Word Count: 718 Lexile: 940 | Connotation and Denotation 6.RL.CS.4, 6.L.VAU.5 Theme 6.RL.KID.2 Point of View 6.RL.CS.6 Language, Style, and Audience 6.RL.CS.4 Textual Evidence 6.RL.KID.1 Story Structure 6.RL.CS.5 |
| | Mothers of Men Genre: Poetry Word Count: 190 Lexile: N/A | Figurative Language 6.RL.CS.4, 6.L.VAU.5 Poetic Elements and Structure 6.RL.CS.5 Language, Style, and Audience 6.RL.CS.4 Theme 6.RL.KID.2 Compare and Contrast 6.RL.IKI.9 |
| | When an Old Man Gets to Thinking Genre: Poetry Word Count: 240 Lexile: N/A NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | Language, Style, and Audience 6.RL.CS.4 Figurative Language 6.RL.CS.4, 6.L.VAU.5 Poetic Elements and Structure 6.RL.CS.5 Language, Style, and Audience 6.RL.CS.4 Theme 6.RL.KID.2 Textual Evidence 6.RL.KID.1 |
| Revising and Editing | Student Passage #1 | Possessive Pronouns 6.L.CSE.1.b Spelling Rules 1 6.L.CSE.1.b Formal and Informal Language 6.L.CSE.1.d |
| | Student Passage #2 | Introductions 6.W.PDW.5 Reasons and Relevant Evidence 6.W.PDW.5 Revising 6.W.PDW.5 Transitions 6.W.PDW.5 |
| Writing | Prompt: Argumentative Writing | Argumentative Writing 6.W.TTP.1.a, 6.W.TTP.1.b, 6.W.TTP.1.c, 6.W.TTP.1.d, 6.W.TTP.1.e, 6.W.TTP.1.f, 6.W.TTP.1.g, 6.W.TTP.1.h, 6.W.TTP.1.i |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|--|---|
| ELL Resources | The Other Side, Fiction | “The Other Side” serves as structural and thematic model for Walk Two Moons, and may be used in place of or as an extension to this text. |
| | A Role to Play, Fiction | “A Role to Play” serves as structural and thematic model for The Circuit, and may be used in place of or as an extension to this text. |
| | EOP, Personal Address | In this Extended Oral Project, students will write a personal address thanking someone who has influenced them. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | Roll of Thunder, Hear My Cry, Fiction Walk Two Moons, Fiction | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|------|--|---|--|--|
| 1-2 | The Big Idea: How do we know what to do when there are no instructions? | Recognizing Genre: Informational Text Academic Vocabulary | | Write: Analyzing Genre |
| 3-5 | Heroes Every Child Should Know: Perseus | Character (6.RL.KID.3) Word Meaning (6.L.VAU.4.c) | Spotlight Skill: Character (6.RL.KID.3) Spotlight Skill: Word Meaning (6.L.VAU.4.c) Unit 5 Text: Amigo Brothers Skill: Character (6.RL.KID.3) | Character (6.RL.KID.3) Plot (6.RL.KID.3) Point of View (6.RL.CS.6) |
| 6-8 | The Lightning Thief | Story Structure (6.RL.CS.5) | Spotlight Skill: Story Structure (6.RL.CS.5) | Character (6.RL.KID.3) Plot (6.RL.KID.3) Story Structure (6.RL.CS.5) |
| 9-13 | <p>PAIRED READINGS</p> <p>Elena</p> <p>Hatshepsut: His Majesty, Herself</p> | <p>Informational Text Elements (6.RI.KID.3)</p> <p>Central or Main Idea (6.RI.KID.2)</p> <p>Greek and Latin Affixes and Roots (6.L.VAU.4.b)</p> | <p>Spotlight Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Spotlight Skill: Informational Text Elements (6.RI.KID.3)</p> <p>Spotlight Skill: Greek and Latin Affixes and Roots (6.L.VAU.4.b)</p> <p>Unit 4 Text: Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Unit 6 Text: I Never Had It Made Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Unit 6 Text: Rosa Parks: My Story Skill: Informational Text Elements (6.RI.KID.3)</p> <p>Unit 5 Text: Damon and Pythias Skill: Greek and Latin Affixes and Roots (6.L.VAU.4.b)</p> | <p>Central or Main Idea (6.RI.KID.2)</p> <p>Summarizing (6.RI.KID.2)</p> <p>Informational Text Elements (6.RI.KID.3)</p> |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|--|--|---|---|
| 14-16 | I, Too | Poetic Elements and Structure (6.RL.CS.5) Media (6.RL.IK1.7) | Spotlight Skill: Poetic Elements and Structure (6.RL.CS.5) Spotlight Skill: Media (6.RL.IK1.7) Unit 4 Text: All Summer in a Day Skill: Media (6.RL.IK1.7) | Figurative Language (6.RL.CS.4; 6.L.VAU.5) Poetic Elements and Structure (6.RL.CS.5) Media (6.RL.IK1.7) |
| 17-19 | Everybody Jump (from “What If?”) | Informational Text Structure (6.RI.CS.5) Technical Language (6.RI.CS.4) | Spotlight Skill: Technical Language (6.RI.CS.4) Spotlight Skill: Informational Text Structure (6.RI.CS.5) Unit 3 Text: Margaret Bourke-White: Fearless Photographer Skill: Technical Language (6.RI.CS.4) Unit 4 Text: Malala Yousafzai–Nobel Lecture Skill: Informational Text Structure (6.RI.CS.5) Unit 5 Text: Warriors Don’t Cry Skill: Informational Text Structure (6.RI.CS.5) | Technical Language (6.RI.CS.4) Informational Text Structure (6.RI.CS.5) |
| 20-22 | Hoot | Theme (6.RL.KID.2) | Spotlight Skill: Theme (6.RL.KID.2) Unit 4 Text: All Summer in a Day Skill: Theme (6.RL.KID.2) | Theme (6.RL.KID.2) Character (6.RL.KID.3) |
| 20-27 | <p style="text-align: center;">PAIRED READINGS</p> <p>Donna O’Meara: The Volcano Lady</p> <p>Dare to be Creative!</p> <p>Margaret Bourke-White: Fearless Photographer</p> | Textual Evidence (6.RI.KID.1) Technical Language (6.RI.CS.4) | Spotlight Skill: Textual Evidence (6.RI.KID.1) Spotlight Skill: Technical Language (6.RI.CS.4) | Textual Evidence (6.RI.KID.1) Technical Language (6.RI.CS.4) Compare and Contrast (6.RI.IK1.9) |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|---|--|--|
| 16 | Informative Writing Process: Plan | | |
| 17-20 | Informative Writing Process: Draft | Thesis Statement (6.W.TTP.2.a) Organizing Informative Writing (6.W.TTP.2.b) Supporting Details (6.W.TTP.2.c, 6.W.TTP.2.d) | Spotlight Skill: Thesis Statement (6.W.TTP.2.a) Spotlight Skill: Organizing Informative Writing (6.W.TTP.2.b) Spotlight Skill: Supporting Details (6.W.TTP.2.c, 6.W.TTP.2.d) |
| 21-25 | Informative Writing Process: Revise | Introductions (6.W.TTP.2.a) Transitions (6.W.TTP.2.g) Precise Language (6.W.TTP.2.h) Style (6.W.TTP.2.j) Conclusions (6.W.TTP.2.e) | Spotlight Skill: Introductions (6.W.TTP.2.a) Spotlight Skill: Transitions (6.W.TTP.2.g) Spotlight Skill: Precise Language (6.W.TTP.2.h) Spotlight Skill: Style (6.W.TTP.2.j) Spotlight Skill: Conclusions (6.W.TTP.2.e) |
| 26-28 | Informative Writing Process: Edit and Publish | Grammar: Parentheses, Brackets, and Ellipses (6.L.CSE.2) Grammar: Prefixes (6.L.CSE.2) Grammar: Spelling Rules II (6.L.CSE.2) | Spotlight: Grammar: Parentheses, Brackets, and Ellipses (6.L.CSE.2) Spotlight: Grammar: Prefixes (6.L.CSE.2) Spotlight: Grammar: Spelling Rules II (6.L.CSE.2) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 3. |

| Assessment Section | Content | Assessed Skills and Standards |
|--|--|---|
| Reading | Education Reformers Genre: Non-fiction Word Count: 602 Lexile: 1010 | Technical Language 6.RI.CS.4 Textual Evidence 6.RI.KID.1 Informational Text Structure 6.RI.CS.5 Informational Text Elements 6.RI.KID.3 Central or Main Idea 6.RI.KID.2 Word Meaning 6.L.VAU.4.c, 6.L.VAU.4.a |
| | Helping to Build the Pyramid of Giza Genre: Fiction Word Count: 690 Lexile: 1010 | Character 6.RL.KID.3 Word Meaning 6.RL.CS.4 Textual Evidence 6.RI.KID.1 Theme 6.RL.KID.2 Greek and Latin Affixes and Roots 6.RL.CS.4 Story Structure 6.RL.CS.5 |
| | Searching for a Future Home Genre: Non-fiction Word Count: 693 Lexile: 1000 | Informational Text Elements 6.RI.KID.3 Informational Text Structure 6.RI.CS.5 Textual Evidence 6.RI.KID.1 Greek and Latin Affixes and Roots 6.L.VAU.4.b Technical Language 6.RI.CS.4 Central or Main Idea 6.RI.KID.2 |
| | Where Am I? Genre: Non-fiction Word Count: 891 Lexile: 1000 | Central or Main Idea 6.RI.KID.2 Technical Language 6.RI.CS.4 Textual Evidence 6.RI.KID.1 Informational Text Structure 6.RI.CS.5 Informational Text Elements 6.RI.KID.3 |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | | |
| Revising and Editing | Student Passage #1 | Spelling 6.L.CSE.2 Prefixes 6.L.CSE.2 Parentheses, Brackets, Ellipses 6.L.CSE.2 |
| | Student Passage #2 | Introductions 6.W.PDW.5 Reasons and Relevant Evidence 6.W.PDW.5 Revising 6.W.PDW.5 Transitions 6.W.PDW.5 |
| Writing | Prompt: Informative Writing | Informative Writing 6.W.TP.2.a, 6.W.TP.2.b, 6.W.TP.2.c, 6.W.TP.2.d, 6.W.TP.2.e, 6.W.TP.2.f, 6.W.TP.2.g, 6.W.TP.2.h, 6.W.TP.2.i, 6.W.TP.2.j |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|---|--|
| ELL Resources | Tracking Down Typhoid Mary, Informational | “Tracking Down Typhoid Mary” serves as a structural and thematic model for Hatshepsut: His Majesty, Herself and may be used in place of or as an extension to this text. |
| | The Notice, Fiction | “The Notice” serves as a structural and thematic model for “Elena” and may be used in place of or as an extension to this text. |
| | EOP, Informative | In this Extended Oral Project, students will plan, write, and deliver a biography about a famous person who has overcome challenges. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | Hoot, Fiction The Lightning Thief, Fiction | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|------|---|---|--|---|
| 1-2 | The Big Idea: Which qualities of character matter most? | Recognizing Genre: Argumentative Text Academic Vocabulary | | Write: Analyzing Genre |
| 3-5 | I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban | Author's Purpose and Point of View (6.RI.CS.6) Connotation and Denotation (6.RI.CS.4; 6.L.VAU.5) | Spotlight Skill: Connotation and Denotation (6.RI.CS.4; 6.L.VAU.5) Spotlight Skill: Author's Purpose and Point of View (6.RI.CS.6) Unit 6 Text: Rosa Parks: My Story Skill: Connotation and Denotation (6.RI.CS.4; 6.L.VAU.5) Unit 6 Text: I Never Had It Made Skill: Author's Purpose and Point of View (6.RI.CS.6) | Connotation and Denotation (6.RI.CS.4; 6.L.VAU.5) Author's Purpose and Point of View (6.RI.CS.6) |
| 6-9 | Malala Yousafzai— Nobel Lecture | Informational Text Structure (6.RI.CS.5) Media (6.RI.IK1.7; 6.SL.CC.2) Arguments and Claims (6.RI.IK1.8; 6.SL.CC.3) | Spotlight Skill: Informational Text Structure (6.RI.CS.5) Spotlight Skill: Media (6.RI.IK1.7; 6.SL.CC.2) Spotlight Skill: Arguments and Claims (6.RI.IK1.8) Unit 5 Text: Warriors Don't Cry Skill: Informational Text Structure (6.RI.CS.5) Unit 6 Text: Shree Bose: Never Too Young to Change the World Skill: Media (6.RI.IK1.7; 6.SL.CC.2) Unit 4 Text: Bullying in Schools Skill: Arguments and Claims (6.RI.IK1.8; 6.SL.CC.3) Unit 4 Text: Celebrities as Heroes Skill: Arguments and Claims (6.RI.IK1.8; 6.SL.CC.3) | Informational Text Structure (6.RI.CS.5) Media (6.RI.IK1.7; 6.SL.CC.2) |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|--|---|---|---|
| 10-14 | <p>PAIRED READINGS</p> <p>Priscilla and the Wimps</p> <p>All Summer in a Day</p> | <p>Point of View (6.RL.CS.6)</p> <p>Theme (6.RL.KID.2)</p> <p>Media (6.RL.IKI.7; 6.SL.CC.2)</p> | <p>Spotlight Skill: Theme (6.RL.KID.2)</p> <p>Spotlight Skill: Point of View (6.RL.CS.6)</p> <p>Spotlight Skill: Media (6.RL.IKI.7; 6.SL.CC.2)</p> <p>Unit 5 Text: Charles Skill: Point of View (6.RL.CS.6)</p> | <p>Theme (6.RL.KID.2)</p> <p>Point of View (6.RL.CS.6)</p> <p>Media (6.RL.IKI.7; 6.SL.CC.2)</p> |
| 15-17 | Bullying in Schools | <p>Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> <p>Reasons and Evidence (6.RI.IKI.8)</p> <p>Word Patterns and Relationships (6.L.VAU.5)</p> | <p>Spotlight Skill: Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> <p>Spotlight Skill: Reasons and Evidence (6.RI.IKI.8)</p> <p>Spotlight Skill: Word Patterns and Relationships (6.L.VAU.5)</p> <p>Unit 4 Text: Celebrities as Heroes Skill: Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> <p>Unit 4 Text: Celebrities as Heroes Skill: Reasons and Evidence (6.RI.IKI.8)</p> <p>Unit 5 Text: Warriors Don't Cry Skill: Word Patterns and Relationships (6.L.VAU.5)</p> | <p>Arguments and Claims (6.RI.IKI.8)</p> <p>Reasons and Evidence (6.RI.IKI.8)</p> |
| 23-25 | <p>PAIRED READINGS</p> <p>Freedom Walkers: The Story of the Montgomery Bus Boycott</p> <p>Letter to Xavier High School</p> <p>Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970</p> | <p>Central or Main Idea (6.RI.KID.2)</p> <p>Compare and Contrast (6.RI.IKI.9)</p> | <p>Spotlight Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Spotlight Skill: Compare and Contrast (6.RI.IKI.9)</p> <p>Unit 6 Text: I Never Had It Made Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Unit 6 Text: Rosa Parks: My Story Skill: Compare and Contrast (6.RI.IKI.9)</p> | <p>Central or Main Idea (6.RI.KID.2)</p> <p>Compare and Contrast (6.RI.IKI.9)</p> |
| 23-25 | Celebrities as Heroes | <p>Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> <p>Reasons and Evidence (6.RI.IKI.8)</p> | <p>Spotlight: Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> <p>Spotlight: Reasons and Evidence (6.RI.IKI.8)</p> | <p>Arguments and Claims (6.RI.IKI.8; 6.SL.CC.3)</p> |
| 26-27 | Famous | Poetic Elements and Structure (6.RL.CS.5) | Spotlight: Poetic Elements and Structure (6.RL.CS.5) | Poetic Elements and Structure (6.RL.CS.5) |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|---|---|--|
| 16 | Literary Analysis Writing Process: Plan | | |
| 17-20 | Literary Analysis Writing Process: Draft | <p>Thesis Statement (6.W.TTP.1.a)</p> <p>Organizing Argumentative Writing (6.W.TTP.1.c)</p> <p>Reasons and Relevant Evidence (6.W.TTP.1.b, 6.W.TTP.1.d)</p> | <p>Spotlight Skill: Organizing Argumentative Writing (6.W.TTP.1.c)</p> <p>Spotlight Skill: Thesis Statement (6.W.TTP.1.a)</p> <p>Spotlight Skill: Reasons and Relevant Evidence (6.W.TTP.1.b, 6.W.TTP.1.d)</p> |
| 21-25 | Literary Analysis Writing Process: Revise | <p>Introductions (6.W.TTP.1.a)</p> <p>Transitions (6.W.TTP.1.g)</p> <p>Style (6.W.TTP.1.i)</p> <p>Conclusions (6.W.TTP.1.e)</p> | <p>Spotlight Skill: Introductions (6.W.TTP.1.a)</p> <p>Spotlight Skill: Transitions (6.W.TTP.1.g)</p> <p>Spotlight Skill: Style (6.W.TTP.1.i)</p> <p>Spotlight Skill: Conclusions (6.W.TTP.1.e)</p> |
| 26-28 | Literary Analysis Writing Process: Edit and Publish | <p>Grammar: Commas with Nonessential Elements (6.L.CSE.2)</p> <p>Grammar: Using Pronouns (6.L.CSE.1.a, 6.L.CSE.1.b)</p> <p>Grammar: Commonly Confused Words (6.L.CSE.2)</p> | <p>Spotlight Skill: Grammar: Commas with Nonessential Elements (6.L.CSE.2)</p> <p>Spotlight Skill: Grammar: Using Pronouns (6.L.CSE.1.a, 6.L.CSE.1.b)</p> <p>Spotlight Skill: Grammar: Commonly Confused Words (6.L.CSE.2)</p> |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 4. |

| Assessment Section | Content | Assessed Skills and Standards |
|--|---|---|
| Reading | Athletic Director's Welcome Speech: Say Yes to Sport! Genre: Non-fiction Word Count: 702 Lexile: 980 | Arguments and Claims 6.RI.IK1.8 Informational Text Structure 6.RI.CS.5 Author's Purpose and Point of View 6.RI.CS.6 Textual Evidence 6.RI.KID.1 Central or Main Idea 6.RI.KID.2 Connotation and Denotation 6.L.VAU.5 |
| | Just a Little Spider Genre: Poetry Word Count: 190 Lexile: N/A | Theme 6.RL.KID.2 Poetic Elements and Structure 6.RL.CS.5 Textual Evidence 6.RI.KID.1 Point of View 6.RL.CS.6 |
| | Why Off-Screen Time Matters Genre: Non-fiction Word Count: 688 Lexile:1020 | Arguments and Claims 6.RI.IK1.8 Connotation and Denotation 6.L.VAU.5 Informational Text Structure 6.RI.CS.5 Central or Main Idea 6.RI.KID.2 Textual Evidence 6.RI.KID.1 Reasons and Evidence 6.RI.IK1.8 Word Patterns and Relationships 6.L.VAU.5 |
| | Energy and the National Goals: A Crisis of Confidence Genre: Non-fiction Word Count: 738 Lexile: 1000 | Arguments and Claims 6.RI.IK1.8 Textual Evidence 6.RI.KID.1 Reasons and Evidence 6.RI.IK1.8 Central or Main Idea 6.RI.KID.2 Informational Text Structure 6.RI.CS.5 Author's Purpose and Point of View 6.RI.CS.6 |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | | |
| Revising and Editing | Student Passage #1 | Commas with Nonessential Elements 6.L.CSE.2 Using Pronouns 6.L.CSE.1.b Commonly Confused Words 6.L.CSE.2 |
| | Student Passage #2 | Organizing Writing: Argumentative Writing 6.W.PDW.5 Transitions 6.W.PDW.5 Reasons and Relevant Evidence 6.W.PDW.5 Introductions and Conclusions 6.W.PDW.5 |
| Writing | Prompt: Argumentative Writing | Argumentative Writing 6.W.TTP.1.a, 6.W.TTP.1.b, 6.W.TTP.1.c, 6.W.TTP.1.d, 6.W.TTP.1.e, 6.W.TTP.1.f, 6.W.TTP.1.g, 6.W.TTP.1.h, 6.W.TTP.1.i |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|--|--|
| ELL Resources | A Story of the South, Informational | Unsung Heroines of the Civil Rights Movement from 1830 to 1970, and "Celebrities as Heroes," and may be used in place of or as an extension to those texts. |
| | Who's the Real Hero?, Informational | "Who's the Real Hero?" serves as a structural and thematic models for Freedom Walkers: The Story of the Montgomery Bus Boycott, Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970, and "Celebrities as Heroes," and may be used in place of or as an extension to those texts. |
| | EOP, Literary Analysis | In this Extended Oral Project, students will plan, write, and deliver an analysis about heroic qualities. This may be assigned in place of this unit's EWP. |
| Novel Study Options | Freedom Walkers: The Story of the Montgomery Bus Boycott I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban | Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|------------------------------|---|---|---|
| 1-2 | Big Idea: What's your story? | Recognizing Genre: Drama Academic Vocabulary: Framing Points of View | | Write: Analyzing Genre |
| 3-5 | Warriors Don't Cry | Informational Text Structure (6.RI.CS.5) Word Patterns and Relationships (6.L.VAU.5) | Spotlight Skill: Informational Text Structure (6.RI.CS.5) Spotlight Skill: Author's Purpose and Point of View (6.RI.CS.6) Spotlight Skill: Word Patterns and Relationships (6.L.VAU.5) | Informational Text Structure (6.RI.CS.5) Word Patterns and Relationships (6.L.VAU.5) Author's Purpose and Point of View (6.RI.CS.6) |
| 6-9 | Damon and Pythias | Plot (6.RL.KID.3) Greek and Latin Affixes and Roots (6.L.VAU.4.b) | Spotlight Skill: Plot (Drama) (6.RL.KID.3) Spotlight Skill: Greek and Latin Affixes and Roots (6.L.VAU.4.b) | Character (6.RL.KID.3) Plot (6.RL.KID.3) Dramatic Elements and Structure (6.RL.CS.5) Greek and Latin Affixes and Roots (6.L.VAU.4.b) |
| 10-12 | Amigo Brothers | Character (6.RL.KID.3) | Spotlight Skill: Character (6.RL.KID.3) | Summarizing (6.RL.KID.2) Theme (6.RL.KID.2) Character (6.RL.KID.3) |
| 13-15 | Listen, Slowly | Language, Style, and Audience (6.RL.CS.4) | Spotlight Skill: Language, Style, and Audience (6.RL.CS.4) Unit 6 Tex: Brave Skill: Language, Style, and Audience (6.RL.CS.4) | Figurative Language (6.RL.CS.4; 6.L.VAU.5) Language, Style, and Audience (6.RL.CS.4) |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|--|---|---|--|
| 16-17 | Charles | Point of View (6.RL.CS.6) | Spotlight Skill: Point of View (6.RL.CS.6) | Summarizing (6.RL.KID.2) Character (6.RL.KID.3) Point of View (6.RL.CS.6) |
| 18-21 | <p>PAIRED READINGS</p> <p>Saying Yes</p> <p>The All-American Slurp</p> | Setting (6.RL.KID.3) | <p>Spotlight Skill: Setting (6.RL.KID.3)</p> <p>Unit 6: Touching Spirit Bear Setting (6.RL.KID.3)</p> | <p>Theme (6.RL.KID.2)</p> <p>Setting (6.RL.KID.3)</p> <p>Point of View (6.RL.CS.6)</p> |
| 22-27 | <p>PAIRED READINGS</p> <p>Helen Keller</p> <p>The Story of My Life (Chapter IV)</p> <p>The Miracle Worker</p> | Dramatic Elements and Structure (6.RL.CS.5) | Spotlight Skill: Dramatic Elements and Structure (6.RL.CS.5) | <p>Theme (6.RL.KID.2)</p> <p>Character (6.RL.KID.3)</p> <p>Dramatic Elements and Structure (6.RL.CS.5)</p> |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|---|---|---|
| 16 | Oral Presentation Process: Plan | | |
| 17-20 | Oral Presentation Process: Draft | Evaluating Sources (6.W.RBPK.8; 6.SL.CC.2) Organizing an Oral Presentation (6.SL.PKI.4, 6.SL.PKI.5) Considering Audience and Purpose (6.SL.PKI.4, 6.SL.PKI.6) | Spotlight Skill: Evaluating Sources (6.W.RBPK.8; 6.SL.CC.2) Spotlight Skill: Organizing an Oral Presentation (6.SL.PKI.4, 6.SL.PKI.5) Spotlight Skill: Considering Audience and Purpose (6.SL.PKI.4, 6.SL.PKI.6) |
| 21-24 | Oral Presentation Process: Revise | Communicating Ideas (6.SL.PKI.4) Reasons and Relevant Evidence Sources and Citations (6.W.RBPK.8) | Spotlight Skill: Communicating Ideas (6.SL.PKI.4) Spotlight Skill: Reasons and Relevant Evidence Spotlight Skill: Sources and Citations (6.W.RBPK.8) |
| 25-28 | Oral Presentation Process: Edit and Publish | Grammar: Reflexive and Intensive Pronouns (6.L.CSE.1.b) Grammar: Sentence Variety (6.L.KL.3) Grammar: Style (6.L.KL.3) | Spotlight Skill: Grammar: Reflexive and Intensive Pronouns (6.L.CSE.1.b) Spotlight Skill: Grammar: Sentence Variety (6.L.KL.3) Spotlight Skill: Grammar: Style (6.L.KL.3) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 5. |

| Assessment Section | Content | Assessed Skills and Standards |
|---|--|---|
| Reading NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. | Follow the North Star Genre: Drama Word Count: 637 Lexile: N/A | Setting 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Language, Style, and Audience 6.RL.CS.4 Greek and Latin Affixes and Roots 6.L.VAU.4.b Dramatic Elements and Structure 6.RL.CS.5 Character 6.RL.KID.3 Plot 6.RL.KID.3 |
| | Clara Barton Genre: Non-fiction Word Count: 705 Lexile: 1040 | Word Patterns and Relationships 6.L.VAU.5 Textual Evidence 6.RL.KID.1 Informational Text Structure 6.RI.CS.5 |
| | Reading with Fido Genre: Fiction Word Count: 695 Lexile: 1030 | Greek and Latin Affixes and Roots 6.L.VAU.4.b Language, Style, and Audience 6.RL.CS.4 Plot 6.RL.KID.3 Character 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Setting 6.RL.KID.3 Point of View 6.RL.CS.6 |
| | Support Team Genre: Drama Word Count: 872 Lexile: N/A | Setting 6.RL.KID.3 Plot 6.RL.KID.3 Character 6.RL.KID.3 Textual Evidence 6.RL.KID.1 Dramatic Elements and Structure 6.RL.CS.5 Language, Style, and Audience 6.RL.CS.4 |
| Revising and Editing | Student Passage #1 | Reflexive and Intensive Pronouns 6.L.CSE.1.b Sentence Variety 6.L.KL.3 Style 6.L.KL.3 |
| | Student Passage #2 | Revising 6.W.PDW.5 |
| Writing | Prompt: Oral Presentation | Oral Presentation 6.W.TTP.1.a, 6.W.TTP.1.b, 6.W.TTP.1.c, 6.W.TTP.1.d, 6.W.TTP.1.e, 6.W.TTP.1.f, 6.W.TTP.1.g, 6.W.TTP.1.h, 6.W.TTP.1.i |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource | Description | Recommended Usage |
|---------------------|--|---|
| ELL Resources | Stage Sets Through History, Informational | “Stage Sets Through History” serves as a structural and thematic models for “The Miracle Worker,” “Damon and Pythias,” and “The All-American Slurp,” and may be used in place of or as an extension to those texts. |
| | Six Too Many, Drama | “Six Too Many” serves as a structural and thematic models for “The Miracle Worker,” “Damon and Pythias,” and “The All-American Slurp,” and may be used in place of or as an extension to those texts. |
| | EOP, Argumentative | In this Extended Oral Project, students will plan, write, and deliver an argument about an important decision. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | The Story of My Life, Non-Fiction The Miracle Worker, Drama | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|---|--|--|--|
| 1-2 | Big Idea: Who are you meant to be? | Recognizing Genre: Realistic Fiction Academic Vocabulary | | Write: Analyzing Genre |
| 3-5 | Bronx Masquerade | Summarizing (6.RL.KID.2) | Spotlight Skill: Summarizing (6.RL.KID.2) | Summarizing (6.RL.KID.2) Point of View (6.RL.CS.6) Word Meaning (6.L.VAU.4.c) |
| 6-9 | PAIRED READINGS A BEACON of Hope: The Story of Hannah Herbst Shree Bose: Never Too Young to Change the World | Media (6.RI.IKI.7; 6.SL.CC.2) Word Meaning (6.L.VAU.4.c) | Spotlight Skill: Media (6.RI.IKI.7; 6.SL.CC.2) Spotlight Skill: Word Meaning (6.L.VAU.4.c) | Central or Main Idea (6.RI.KID.2) Media (6.RI.IKI.7; 6.SL.CC.2) Word Meaning (6.L.VAU.4.c) |
| 10-12 | Letter to His Daughter | Figurative Language (6.RI.CS.4; 6.L.VAU.5) Context Clues (6.RI.CS.4; 6.L.VAU.4.a) | Spotlight Skill: Context Clues (6.RI.CS.4; 6.L.VAU.4.a) Spotlight Skill: Figurative Language (6.RI.CS.4; 6.L.VAU.5) | Context Clues (6.RI.CS.4; 6.L.VAU.4.a) Figurative Language (6.RI.CS.4; 6.L.VAU.5) Word Meaning (6.L.VAU.4.c) |
| 13-19 | PAIRED READINGS The Story Behind the Bus Rosa Rosa Parks: My Story | Informational Text Elements (6.RI.KID.3) Compare and Contrast (6.RI.CS.4) Connotation and Denotation (6.RI.CS.4) | Spotlight Skill: Informational Text Elements (6.RI.KID.3) Spotlight Skill: Connotation and Denotation (6.RI.CS.4) Spotlight Skill: Compare and Contrast (6.RI.IKI.9) | Informational Text Elements (6.RI.KID.3) Connotation and Denotation (6.RI.CS.4; 6.L.VAU.5) Compare and Contrast (6.RI.IKI.9) |
| 19-21 | PAIRED READINGS Eleanor Roosevelt: A Life of Discovery Brave | Language, Style, and Audience (6.RL.CS.4) | Spotlight Skill: Language, Style, and Audience (6.RL.CS.4) | Language, Style, and Audience (6.RL.CS.4) Media (6.RL.IKI.7, 6.SL.CC.2) Compare and Contrast (6.RL.IKI.9) Word Patterns and Relationships (6.L.VAU.5) |

| Days | Readings | Skill and Standard Instruction | Additional Program Lessons for Reteaching | Skill Practice and Spiraling |
|-------|--|--|--|---|
| 22-24 | I Never Had It Made: An Autobiography of Jackie Robinson | <p>Author's Purpose and Point of View (6.RI.CS.6)</p> <p>Central or Main Idea (6.RI.KID.2)</p> | <p>Spotlight Skill: Central or Main Idea (6.RI.KID.2)</p> <p>Spotlight Skill: Author's Purpose and Point of View (6.RI.CS.6)</p> | <p>Central or Main Idea (6.RI.KID.2)</p> <p>Summarizing (6.RI.KID.2)</p> <p>Author's Purpose and Point of View (6.RI.CS.6)</p> <p>Word Patterns and Relationships (6.L.VAU.5)</p> |
| 25-27 | Touching Spirit Bear | Setting (6.RL.CS.3) | Spotlight Skill: Setting (6.RL.KID.3) | <p>Summarizing (6.RL.KID.2)</p> <p>Character (6.RL.KID.3)</p> <p>Setting (6.RL.KID.3)</p> <p>Point of View (6.RL.CS.6)</p> |

In the second half of the unit, students continue exploring texts that address the unit's Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days | Extended Writing Project and Grammar | Skill and Standard Instruction | Additional Lessons for Reteaching |
|-------|--|---|---|
| 16 | Research Writing Process: Plan | | |
| 17-20 | Research Writing Process: Draft | Planning Research (6.W.RBPK.7) Evaluating Sources (6.W.RBPK.8; 6.SL.CC.2) Research and Notetaking (6.W.RBPK.7) | Spotlight Skill: Planning Research (6.W.RBPK.7) Spotlight Skill: Evaluating Sources (6.W.RBPK.8; 6.SL.CC.2) Spotlight Skill: Research and Notetaking (6.W.RBPK.7) |
| 21-25 | Research Writing Process: Revise | Critiquing Research (6.W.RBPK.7) Paraphrasing (6.W.RBPK.8) Sources and Citations (6.W.RBPK.8) Print and Graphic Features (6.W.TTP.2) | Spotlight Skill: Critiquing Research (6.W.RBPK.7) Spotlight Skill: Paraphrasing (6.W.RBPK.8) Spotlight Skill: Sources and Citations (6.W.RBPK.8) Spotlight Skill: Print and Graphic Features (6.W.TTP.2) |
| 26-28 | Research Writing Process: Edit and Publish | Grammar: Dashes and Hyphens (6.L.CSE.2) Grammar: Quotation Marks and Italics (6.L.CSE.2) Grammar: Run-On Sentences (6.L.CSE.1) | Spotlight Skill: Grammar: Dashes and Hyphens (6.L.CSE.2) Spotlight Skill: Grammar: Quotation Marks and Italics (6.L.CSE.2) Spotlight Skill: Grammar: Run-On Sentences (6.L.CSE.1) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment | Skill Practice and Assessment |
|------|-------------------------|--|
| 29 | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30 | End-of-Unit Assessment | For more detail, please see the End-of-Unit Assessment chart below for Grade 6 Unit 6. |