# Reading Focus: Literature

# Writing Focus: Narrative

## Unifying Concept:

What Makes Us Who We Are?

### Quarter 1

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring identity and culture uses reading and writing as a way to support opinions, demonstrate understanding of ideas, and convey real and imagined experiences and events.</td>
<td>• Why do people tell stories? • How do cultural experiences influence who we are? • How do punctuation and conventions affect a writer’s message?</td>
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</tbody>
</table>

### Standards

#### Highly-Leveraged Standards ^1

<table>
<thead>
<tr>
<th>6.RL.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RL.6</td>
<td>Explain how an author develops the point of view of the narrator or speaker in a text.</td>
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<tr>
<td>6.W.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
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<tr>
<td>a.</td>
<td>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
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<tr>
<td>b.</td>
<td>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
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<tr>
<td>c.</td>
<td>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td>d.</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
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<tr>
<td>e.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
</tbody>
</table>

| 6.RL.3  | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| 6.RL.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| 6.RL.9  | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| 6.SL.3  | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 6.SL.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. |

#### Constant Standards ^2

| 6.RL.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 6.RL.10 | By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. |
| 6.RI.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 6.RI.10 | By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. |
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.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.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 6 Reading standards to literature.

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
   b. Use intensive pronouns (e.g., myself, ourselves).
   c. Recognize and correct inappropriate shifts in pronoun number and person.
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
   b. Use correct spelling.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style.
   b. Maintain consistent style and tone.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase.

6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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.

### Social Justice Standards

**Identity:**
- Students will know and like who they are and can comfortably talk about their family and themselves and describe their various group identities (ID.6-8.1).
- Students will know about their family history and culture and how they are connected to the collective history and culture of other people in their identity groups (ID.6-8.2).

**Diversity:**
- Students will interact with people who are similar to and different from them and show respect to all people (DI.6-8.6).

**Justice:**
- Students will know about some of the people, groups, and events in social justice history and about the beliefs and ideas that influenced them (JU.6-8.15).

**Action:**
- Students will be concerned about how people (including themselves) are treated and feel for people when they are excluded or mistreated because of their identities (AC.6-8.16)

### Teaching Tolerance Website

[https://www.tolerance.org/](https://www.tolerance.org/)

### Adopted Texts and Materials

#### Textbook: The Language of Literature and Elements of Literature

<table>
<thead>
<tr>
<th>Recommended Extended Texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Call of the Wild, The</em>, Jack London</td>
</tr>
<tr>
<td><em>Phantom Tollbooth, The</em>, dramatized by Susan Nanus p.512</td>
</tr>
<tr>
<td><em>Tuck Everlasting</em>, Natalie Babbitt</td>
</tr>
<tr>
<td><em>Words on a Page</em>, Keith Leckie, p.614</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Short Texts:</th>
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</thead>
<tbody>
<tr>
<td>“Aaron’s Gift,” Myron Levoy, p. 249</td>
</tr>
</tbody>
</table>

| “Chinatown,” Laurence Yep, p. 219 |
| “Circuit, The,” Francisco Jimenez, p. 265 |
| “Flowers and Freckle Cream,” Elizabeth Ellis, p. 231 |
| “It Seems I Test People,” James Berry, p. 196 |
| “Night Journey,” Theodore Roethke, p. 286 |
| “Oh Broom, Get to Work,” Yoshiko Uchida, p. 275 |

<table>
<thead>
<tr>
<th>Multicultural Adoptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Any Small Goodness</em>, Tony Johnston</td>
</tr>
<tr>
<td><em>Dragon’s Gate</em>, Lawrence Yep</td>
</tr>
</tbody>
</table>
**Scholastic Leveled Bookroom:**

**Level V**
- *A fairy Tale Life*, Noland, Ernie
- *Becoming Naomi Leon*, Ryan, Pam Muñoz
- *Birdwing*, Martin, Rafe
- *Black Star, Bright Dawn*, O’Dell, Scott
- *Desperate Journey*, Murphy, Jim
- *Double-Dare to be Scared*, San Souci, Robert
- *Esperanza Rising*, Ryan, Pam Muñoz
- *Foster’s War*, Reeder, Carolyn
- *Heat*, Lupica, Mie
- *Lewis Carroll’s Alice in Wonderland*
- *Pictures of Hollis Woods*, Reilly Giff, Patricia
- *Series of Unfortunate Events #1: Bad Beginning*
- *Snicket*, Lemony
- *The Cats in Krasinski Square*, Hesse, Karen and Watson, Wendy
- *Sherlock Holmes and the Baker Street Irregulars #1: The Fall of the Amazing Zalindas*, Citrin, Michael and Mack Tracy
- *The Firework-Maker’s Daughter*, Pullman, Philip

**Level W**
- *Adam of the Road*, Gray, Elizabeth Janet
- *Blizzard of Glass*, Walker, Sally M.
- *Bone #2 The Great Cow Race*, Smith, Jeff
- *Chu Ju’s House*, Whelan, Gloria
- *Daniel’s Story*, Matas, Carol
- *Lights, Camera, Amalee*, William, Dar
- *Max the Mighty*, Philbrick, Rodman
- *Numbering All the Bones*, Rinaldi, Ann
- *Out From Boneville*, Smith, Jeff
- *Slam!, Myers, Walter Dean*
- *Stowaway*, Hesse, Karen
- *The Invention of Hugo Cabret*, Selznick, Brian
- *The Lightening Thief*, Riordan, Rick
- *The Phantom Tollbooth*, Juster, Norton
- *The Titan’s Curse*, Riordan, Rick
- *Torn Thread*, Saacs, Ann
- *Tunnels*, Gordon, Roderick
- *Walk Two Moons*, Creech, Sharon

**Level X**
- *A Girl Named Disaster*, Farmer, Nancy
- *Any Small Goodness: A Novel of the Barrio*, Johnston, Tony
- *Elijah of Buxton*, Curtis, Christopher Paul
- *Four Pictures by Emily Carr*, Debon, Nicholas
- *Harlem Summer*, Myers, Walter Dean
- *M.C. Higgins the Great*, Hamilton, Virginia
- *Millicent Min, Girl Genius*, Yee, Lisa
- *The Gift of the Magi, O. Henry*
- *Out of the Dust*, Hesse, Karen
- *Somewhere in the Darkness*, Myers, Walter Dean
- *Stanford Wong Flunks Big-Time*, Yee, Lisa
- *The Glory Field*, Myers, Walter Dean
- *The Legend of Hong Kil Dong*, O’Brien, Anne Sibley
- *The Little Prince*, de Saint-Exupery, Antoine
- *The Mostly True Adventure of Homer P. Figg*, Philbrick, Rodman
- *When Hitler Stole Pink Rabbit*, Kerr, Judith

<table>
<thead>
<tr>
<th>Instructional and Assessment Guides</th>
<th>Additional Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUSD SPARKS</strong></td>
<td><em>Tuck Everlasting Scholastic Reading Guide</em></td>
</tr>
<tr>
<td><strong>SPARK Strategies</strong></td>
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</tr>
<tr>
<td><strong>Writing Guide</strong></td>
<td><em>Dragon’s Gate Teacher’s Guide</em></td>
</tr>
<tr>
<td><strong>Writing Rubric</strong></td>
<td><em>Embracing Otherness, Embracing Myself</em></td>
</tr>
<tr>
<td><strong>DOK Levels</strong></td>
<td><em>TedTalk by Thandie Newton</em></td>
</tr>
<tr>
<td><strong>DOK Stems</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hess’s Matrix</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Socratic Seminar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Free Master Teacher Lesson Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Level Descriptors</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Reading Focus: Informational

## Writing Focus: Informative/Explanatory

### Unifying Concept:
The Courage to Be Yourself

### Quarter 2

#### Enduring Understandings

Independent and collaborative reading and expository writing skills provide opportunities for learners to understand what motivates individuals to commit to a cause and/or community.

#### Essential Questions

- What is courage, and what different kinds of courage are necessary to face challenges in life?
- What inspires people to pursue a cause or career?
- How do writers convey meaning through words and/or images?

### Standards

#### Highly-Leveraged Standards\(^1\)

- **6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **6.RI.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - **a.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - **c.** Use appropriate transitions to clarify the relationships among ideas and concepts.
  - **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **e.** Establish and maintain a formal style.
  - **f.** Provide a concluding statement or section that follows from the information or explanation presented.

- **6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
- **6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **6.RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **6.RI.9** Compare and contrast one author's presentation of events with that of another author.
- **6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- **6.SL.5** Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

#### Supporting Standards\(^2\)

- **6.RI.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

### Constant Standards\(^3\)

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6.W.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.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 6 Reading standards to informational text and nonfiction.

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Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbook: Language of Literature and Elements of Literature

Recommended Extended Texts:
Now is Your Time! Abd al-Rahman Ibrahima, Walter Dean Myers, p. 365

Recommended Short Texts:
“Eleven,” Sandra Cisneros, p. 26
Fun of It, The, Amelia Earhart, p. 135
“Ghost of the Lagoon,” Armstrong Sperry, p. 124

“Jacket, The,” Gary Soto, p. 419
“Peers Talk It Out,” Janis Leibs Dworkis, p. 340
“Who’s the New Kid?” Lois Lowry, p. 30

Multicultural Adoptions:
Anything But Typical, Norah Raleigh Baskin
Mockingbird, Kathryn Erskine
One Crazy Summer, Rita Williams-Garcia
Other Half of My Heart, The, Sundee Tucker Frazier
<table>
<thead>
<tr>
<th>Scholastic Leveled Bookroom: Level V</th>
<th>Level W</th>
<th>Level X</th>
</tr>
</thead>
<tbody>
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<td>Scholastic Leveled Bookroom: Level W</td>
<td>Scholastic Leveled Bookroom: Level X</td>
</tr>
<tr>
<td>African-Americas in the Old West, McGowen, Tom</td>
<td>A Grand Canyon Journey: Tracing Time in Stone, Anderson, Peter</td>
<td>Antarctica: Journeys to the South Pole, Myers, Walter Dean</td>
</tr>
<tr>
<td>Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North, Chicago, IL, 1919, McKissack, Patricia Desperate Journey, Murphy, Jim</td>
<td>Dear Dr. Bell...Your Friend, Helen Keller, St George, Judith</td>
<td>A Break with Charity: A Story about the Salem Witch Trials, Rinaldi, Ann</td>
</tr>
<tr>
<td>Earth, Goldsmith, Mike, PhD</td>
<td>Extraordinary Women Scientists, Stille, Darlene R</td>
<td>Fight for Freedom: The American Revolutionary War, Bobrick, Benson</td>
</tr>
<tr>
<td>Ellis Island, Sango-Cohen, Judith</td>
<td>Extraordinary Young People, Targ Brill, Marlene</td>
<td>The Forgotten Heroes: The Story of the Buffalo Soldiers, Cox, Clinton</td>
</tr>
<tr>
<td>Escape to Freedom: A Play about Young Fredrick Douglass, Davis, Ossie</td>
<td>Food for Thought, Robbins, Ken</td>
<td>Freedom Walkers, Freedman, Russell</td>
</tr>
<tr>
<td>Foster’s War, Reeder, Carolyn</td>
<td>Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War, Allen, Thomas B.</td>
<td>Satchel Paige: Striking Out Jim Crow, Sturm, James</td>
</tr>
<tr>
<td>Get on Board the Story of the Underground Railroad, Haskin, James</td>
<td>Houdini: The Handcuff King, Bertozzi, Nick and Lutes, Jason</td>
<td>Summer of Fire: Yellowstone 1988, Lauber, Patricia</td>
</tr>
<tr>
<td>Heat, Lupica, Mie</td>
<td>Journal of James Edmond Pease, The: A Civil War Union Soldier, Virginia, 1863, Murphy, Jim</td>
<td>The Great Depression, Stein, Conrad R.</td>
</tr>
<tr>
<td>Marching to Appomattox, Stark, Ken</td>
<td>Portraits of African-American Heroes, Bolden, Tonya and Pitcairn, Ansel</td>
<td>The Librarian who Measured the Earth, Lasky, Kathryn</td>
</tr>
<tr>
<td>Pictures of Hollis Woods, Reilly Giff, Patricia</td>
<td>Standing Tall: The Story of Ten Hispanic Americans, Palacios, Argentina</td>
<td>The Story of My Life, Keller, Helen</td>
</tr>
<tr>
<td>The Battle of Alamo, Santella, Andrew</td>
<td>Stowaway, Hesse, Karen</td>
<td>Up Before Daybreak: Cotton and People in America, Hopkinson, Deborah</td>
</tr>
<tr>
<td>The Bill of Rights, Raatma, Lucia</td>
<td>The Invention of Hugo Cabret, Selznick, Brian</td>
<td>The Usborne Book of Scientists, From Archimedes to Einstein, Fara, Patricia and Reid, Struan</td>
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<tr>
<td>The Boston Tea Party, Stein, R. Conrad</td>
<td>Torn Thread, Isaacs, Ann</td>
<td>Within Reach: My Everest Story, Galvin, Jack and Pfetzer, Mark</td>
</tr>
<tr>
<td>The California Gold Rush, Stein, R. Conrad</td>
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<td></td>
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<tr>
<td>The Declaration of Independence, Stein, R. Conrad</td>
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<tr>
<td>The Titanic, Kent, Deborah</td>
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<tr>
<td>Women’s Right to Vote, Landau, Elaine</td>
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</tbody>
</table>

### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- Writing Guide
- Writing Rubric
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Socratic Seminar
- Free Master Teacher Lesson Plans
- Performance Level Descriptors

### Additional Instructional Resources

- Sandra Cisneros discusses and reads “Eleven”
- No Fear: Bethany Hamilton on Finding Your Courage
- Excerpts from Soul Surfer directed by Sean McNamara
- Excerpt 1
- Excerpt 2
- Excerpt 3
- Mockingbird Background and Question Guide
- One Crazy Summer Discussion Guide
- Biographical Information on Walter Dean Myers

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Office of Curriculum, Instruction, and Professional Development Page 8 5/9/2019
### Reading Focus: Literature
Reading Focus: Argumentative

### Unifying Concept:
Life Brings Challenges

### Quarter 3

#### Enduring Understandings

Imaginative, literary texts provide rich and timeless insights into universal themes, dilemmas, and social realities of the world.

#### Essential Questions

- How is change conveyed in texts from different cultures?
- How is literature a reflection of life?
- How do writers use adversity as a universal theme?
- How is writing used to influence change?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.RL.5</strong> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td><strong>6.RL.3</strong> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
</tr>
<tr>
<td><strong>6.RL.7</strong> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they &quot;see&quot; and &quot;hear&quot; when reading the text to what they perceive when they listen or watch.</td>
<td><strong>6.RL.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
</tr>
<tr>
<td><strong>6.W.1</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
<td><strong>6.RL.9</strong> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
</tr>
</tbody>
</table>
  - a. Introduce claim(s) and organize the reasons and evidence clearly. | **6.SL.3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | **6.SL.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. |
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
  - d. Establish and maintain a formal style. |
  - e. Provide a concluding statement or section that follows from the argument presented. |

#### Constant Standards

| **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **6.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. |
| **6.RL.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **6.RI.10** By the end of the year, proficiently and independently read and comprehend literary texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. | **6.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. |
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.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.

6.W.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 6 Reading standards to literature.

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
   b. Use intensive pronouns (e.g., myself, ourselves).
   c. Recognize and correct inappropriate shifts in pronoun number and person.
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
   b. Use correct spelling.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style.
   b. Maintain consistent style and tone.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase.

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6.L.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.

Social Justice Standards

Identity:
• Students will know and like who they are and can comfortably talk about their family and themselves and describe their various group identities (ID.6-8.1).
• Students will know about their family history and culture and how they are connected to the collective history and culture of other people in their identity groups (ID.6-8.2).

Diversity:
• Students will interact with people who are similar to and different from them and show respect to all people (DI.6-8.6).

Justice:
• Students will know about some of the people, groups, and events in social justice history and about the beliefs and ideas that influenced them (JU.6-8.15).

Action:
• Students will be concerned about how people (including themselves) are treated and feel for people when they are excluded or mistreated because of their identities (AC.6-8.16).

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbook: The Language of Literature and Elements of Literature

Recommended Extended Texts:
Call of the Wild, The, Jack London
Phantom Tollbooth, The, dramatized by Susan Nanus, p.512
Tuck Everlasting, Natalie Babbitt
Words on a Page, Keith Leckie, p.614

Recommended Short Texts:
“Fable,” Ralph Waldo Emerson, p. 345
“The Quarrel,” Eleanor Farjeon, p. 344
Mathew Henson at the Top of the World, Jim Haskins p.101
Scribe, The, Kristin Hunter, p. 654
Story of My Life, The, Helen Keller, p. 381
Zlateh, the Goat, Isaac Bashevis Singer, p.481

Multicultural Adoptions:
Star in the Forrest, A, Laura Resau
Voyage of the Frog, The, Gary Paulsen
Wanting Mor, Rukhsana Khan

Office of Curriculum, Instruction, and Professional Development  Page 11  5/9/2019
**2019-2020 ELA Curriculum Map, Grade 6, Q3**

**Scholastic Leveled Bookroom:**

<table>
<thead>
<tr>
<th><strong>Level W</strong></th>
<th><strong>Level X</strong></th>
<th><strong>Level Y</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Adam of the Road</em>, Gray, Elizabeth Janet</td>
<td><em>A Girl Named Disaster</em>, Farmer, Nancy</td>
<td><em>All the Broken Pieces</em>, Burg, Ann E.</td>
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<tr>
<td><em>Chu Ju’s House</em>, Whelan, Gloria</td>
<td><em>Four Pictures by Emily Carr</em>, Debon, Nicholas</td>
<td><em>Bad Boy</em>, Myers, Walter Dean</td>
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<tr>
<td><em>Daniel’s Story</em>, Matas, Carol</td>
<td><em>Harlem Summer</em>, Myers, Walter Dean</td>
<td><em>Call of the Wild</em>, London, Jack</td>
</tr>
<tr>
<td><em>Max the Mighty</em>, Philbrick, Rodman</td>
<td><em>Millicent Min, Girl Genius</em>, Yee, Lisa</td>
<td><em>Hana’s Suitcase</em>, Levine, Karen</td>
</tr>
<tr>
<td><em>Numbering All the Bones</em>, Rinaldi, Ann</td>
<td><em>The Gift of the Magi</em>, O. Henry</td>
<td><em>Imprisoned</em>, Sandler, Martin W.</td>
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<tr>
<td><em>Out From Boneville</em>, Smith, Jeff</td>
<td><em>Out of the Dust</em>, Hesse, Karen</td>
<td><em>Jackaroo</em>, Voigt, Cynthia</td>
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<tr>
<td>Tonya and Pitcairn, Ansel</td>
<td><em>Somewhere in the Darkness</em>, Myers, Walter Dean</td>
<td><em>Milkweed</em>, Spinelli, Jerry</td>
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<tr>
<td><em>Slam!</em>, Myers, Walter Dean</td>
<td><em>Stanford Wong Flunks Big-Time</em>, Yee, Lisa</td>
<td><strong>Pemba’s Song: A Ghost Story</strong>, Hegamin, Tonya C. and Nelson, Marilyn</td>
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<tr>
<td><em>Stowaway</em>, Hesse, Karen</td>
<td><em>The Glory Field</em>, Myers, Walter Dean</td>
<td><em>Riot</em>, Myers, Walter Dean</td>
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<td><em>The Invention of Hugo Cabret</em>, Selznick, Brian</td>
<td><em>The Legend of Hong Kil Dong</em>, O’Brien, Anne Sibley</td>
<td><em>Taking Off</em>, Moss, Jenny</td>
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<tr>
<td><em>The Lightening Thief</em>, Riordan, Rick</td>
<td><em>The Little Prince</em>, de Saint-Exupery, Antoine</td>
<td><em>The Boy Who Dared</em>, Campbell Bartoletti, Susan</td>
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<tr>
<td>The Phantom Tollbooth, Juster, Norton</td>
<td><em>The Mostly True Adventure of Homer P. Figg</em>, Philbrick, Rodman</td>
<td><em>The Devil’s Arithmetic</em>, Yolen, Jane</td>
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<tr>
<td>The Titan’s Curse, Riordan, Rick</td>
<td><em>When Hitler Stole Pink Rabbit</em>, Kerr, Judith</td>
<td><em>The Jumping Tree</em>, Saldana, Jr., Rene</td>
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<td><em>Torn Thread</em>, Isaacs, Ann</td>
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<td><em>The Yearling</em>, Rawlings, Marjorie Kinnan</td>
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<td><em>Tunnels</em>, Gordon, Roderick</td>
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<td><em>Weedflower</em>, Kadokata, Cynthia</td>
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<tr>
<td><em>Walk Two Moons</em>, Creech, Sharon</td>
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</table>

**Instructional and Assessment Guides**

- TUSD SPARKS
- SPARK Strategies
- Writing Guide
- Writing Rubric
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Socratic Seminar
- Free Master Teacher Lesson Plans
- Performance Level Descriptors

**Additional Instructional Resources**

- N.J. Girl Dreams Up #1000BlackGirlBooks Movement
- Where’s the Color in Kids’ Lit? Ask the Girl with 1000 Books and Counting
- Obama Designates Three New National Monuments
- Serena Williams is Sports Illustrated’s Sportsperson of the Year
- Tuck Everlasting Scholastic Reading Guide
- Call of the Wild Teacher’s Guide
## 2019-2020 ELA Curriculum Map, Grade 6, Q4

### Reading Focus: Informational
### Writing Focus: Informative/Explanatory

### Unifying Concept:
Credibility in the Technological Age

### Quarter 4

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent and collaborative reading and writing skills are critical for scholarship, communication, and provide opportunities for learners to understand the world.</td>
<td>• What is my point of view?</td>
</tr>
<tr>
<td></td>
<td>• How do I use sources and text features to find reliable information?</td>
</tr>
<tr>
<td></td>
<td>• What does it mean to live in the age of technology?</td>
</tr>
<tr>
<td></td>
<td>• How do I determine credibility?</td>
</tr>
</tbody>
</table>

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
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<tr>
<td>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).</td>
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<td>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
<td>6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
</tr>
<tr>
<td>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
</tr>
<tr>
<td>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>6.RI.9 Compare and contrast one author’s presentation of events with that of another author.</td>
</tr>
<tr>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</td>
</tr>
<tr>
<td>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
<td>6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>e. Establish and maintain a formal style.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
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#### Constant Standards

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<td>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>6.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</td>
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<td>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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</table>
6. **RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

6. **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6. **W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6. **W.6** Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

6. **W.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6. **W.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.

6. **W.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 6 Reading standards to informational text and nonfiction.

6. **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6. **SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6. **SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

6. **L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

b. Use intensive pronouns (e.g., myself, ourselves).

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d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

6. **L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Use correct spelling.

6. **L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.

b. Maintain consistent style and tone.
6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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Social Justice Standards

Identity:
- Students will know and like who they are and can comfortably talk about their family and themselves and describe their various group identities (ID.6-8.1).
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- Students will be concerned about how people (including themselves) are treated and feel for people when they are excluded or mistreated because of their identities (AC.6-8.16).

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

**Textbook:** The Language of Literature and Elements of Literature

**Recommended Extended Texts:**
Now is Your Time! Abd al-Rahman Ibrahima, Walter Dean Myers, p.365

**Recommended Short Texts:**
"The Fun They Had," Isaac Asimov, p. 574

**Multicultural Adoptions:**
The Devil's Arithmetic, Jane Yolen
Out of My Mind, Sharon Draper
Peace Locomotion, Jacqueline Woodson
Westing Game, Ellen Raskin
2019-2020 ELA Curriculum Map, Grade 6, Q4

"Home on an Icy Planet," Time for Kids, p. 588
"Primer Lesson," Carl Sandburg, p. 88
"Where the Sidewalk Ends," Shel Silverstein, p. 569
"Who is Your Reader?" Gary Soto, p. 416

<table>
<thead>
<tr>
<th>Scholastic Leveled Bookroom:</th>
<th>Level X</th>
<th>Level Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level W</td>
<td>Antarctica: Journeys to the South Pole, Myers, Walter Dean</td>
<td>Air Raid—Pearl Harbor!</td>
</tr>
<tr>
<td>Blood on the River: James Town 1607, Carbone, Elisa Dear Dr. Bell...Your Friend, Helen Keller, St George, Judith</td>
<td>A Break with Charity: A Story about the Salem Witch Trials, Rinaldi, Ann</td>
<td>Favorite Greek Myths, Osborne, Mary Pope</td>
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<tr>
<td>Extraordinary Women Scientists, Stille, Darlene R.</td>
<td>Fight for Freedom: The American Revolutionary War, Bobrick, Benson</td>
<td>Geronimo, Bruchac, Joseph</td>
</tr>
<tr>
<td>Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War, Allen, Thomas B.</td>
<td>Freedom Walkers, Freedman, Russell</td>
<td>In Their Own Words: Davy Crockett, Sullivan, George</td>
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<tr>
<td>Houdini: The Handcuff King, Bertozzi, Nick and Lutes, Jason</td>
<td>Katarina, Winter, Katarina</td>
<td>Indian Chiefs, Freedman, Russell</td>
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<tr>
<td>Stowaway, Hesse, Karen</td>
<td>Denenberg, Barry</td>
<td>New Kids in Town Oral Histories of Immigrant Teens, Bode, Janet</td>
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<tr>
<td>The Invention of Hugo Cabret, Selznick, Brian</td>
<td>Satchel Paige: Striking Out Jim Crow, Sturm, James</td>
<td>Sacajawea, Bruchac, Joseph</td>
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<td>Torn Thread, Isaacs, Ann</td>
<td>Summer of Fire: Yellowstone 1988, Lauber, Patricia</td>
<td>The Wright Brothers: How They Invented the Airplane, Freedman, Russell</td>
</tr>
<tr>
<td>Additional Instructional Resources</td>
<td>The Great Depression, Stein, Conrad R.</td>
<td>The Yearling, Rawlings, Marjorie Kinnan</td>
</tr>
<tr>
<td>Instructional and Assessment Guides</td>
<td>The Librarian who Measured the Earth, Lasky, Kathryn</td>
<td>Vlad the Impaler: The Real Count Dracula, Goldberg, Enid A and Itzowtz, Norman</td>
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<tr>
<td>TUSD SPARKS</td>
<td>The Story of My Life, Keller, Helen</td>
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<tr>
<td>SPARK Strategies</td>
<td>Up Before Daybreak: Cotton and People in America, Hopkinson, Deborah</td>
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<td>The Usborne Book of Scientists, From Archimedes to Einstein, Fara, Patricia and Reid, Struan</td>
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<td>Within Reach: My Everest Story, Galvin, Jack and Pfetzer, Mark</td>
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Instructional and Assessment Guides

Additional Instructional Resources

Watch a NASA scientist school the empire on how to build a better death star
How Much Time Do you Spend Online?
1**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2**Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3**Constant Standards** are routinely addressed to reinforce grade-level mastery.