Huntsville City Schools
2020 - 2021 Pacing Guide
6th Grade Reading Literature

Important Notes:
- Alabama Course of Study objectives are given by number
- Standards below are listed by quarter and unit; however, standards should be taught throughout the entire year. In other words, once you teach a standard, students must be reassessed and practice the standard throughout the entire year. Examples of reassessment include Bell work, Homework, Project Based Assignments, and Vertical Assignments.
- A list of example resources is provided for teacher support.
- Resources and Instructional Strategies are suggestions for the topic studied; teachers are not required to use all resources listed and can supplement their teaching with additional resources that support the Course of Study Standards.
- The number of days listed are approximate and are padded to allow a little extra time for review and tests

Instructional Strategies:
ELLevation: **Note**: Be sure to check the "Reading Collection" for specific topic resources"

Build Background:
* Brainstorm Walk   * I Notice, I Wonder

Clarify Input:
* "5 and 2"   * Anchor Charts   * Essential Questions   * Guided Notes   * "Teach! Teach!"   * TPR

Fortify Output:
* Find Your Match   * Clock Buddies   * Think, Write, Pair Share   * Which Corner?

Foster Interactions:
* "Don't Mention it"   * Find the Fib

Develop Academic Language:
* 360 Words   * Word Walls

Assess Language and Learning:
* Wordless Books   * Whiteboard Checkpoints   * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	Purpose: 1) reflect on content of previous lesson or learned concept The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.
	KWL	Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text Procedure: 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**. 3. Before reading, viewing or listening, students fill in the **Know** column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other Procedure: 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.
During:	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) …The notes can be given in a variety of formats or structures…Example: chart format, graphic organizer, table format, guided notes, foldables, etc.…
	Quadrant Cards / Frayer Model	Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc….. Procedure: Divide a sheet of paper into four parts Adapt to meet your students' needs…. whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc.…
	Venn Diagram	Purpose: compare concepts Procedure: 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension
		Procedure:
		1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks.
		    o Main ideas/items for description or analysis are listed across the top of the chart.
		    o Question/characteristics of the main concepts are listed down the left side of the chart.
		2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions.
		3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc…As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task.
		4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.

	Partner Learning	Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc….
	Concept Map	Purpose: activate and organize knowledge about a specific topic Procedure: 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts Procedure: 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion Procedure: 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.
	Stations/ Carousels etc….	Purposes: This strategy can fit almost any purpose developed. Procedure: 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. ** This strategy can be modified by having the chart "carousel" to groups, rather than groups moving to chart.

	Exit slip	Purpose: 1) reflect on content of lesson
		The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.
		There are three categories of exit slips (Fisher & Frey, 2004):
		• Prompts that document learning,
		  o Ex. Write one thing you learned today.
		  o Ex. Discuss how today's lesson could be used in the real world.
		• Prompts that emphasize the process of learning,
		  o Ex. I didn't understand…
		  o Ex. Write one question you have about today's lesson.
		• Prompts to evaluate the effectiveness of instruction
		  o Ex. Did you enjoy working in small groups today?

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	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning…writing, drawing, graphing, demonstration through movement, use of manipulatives etc.… Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.

Formatting:

- Honors or advanced material is highlighted in blue. Example: Advanced: Page 145 #75-86
- Remediation is highlighted in yellow. Example: Remediation: Small group on fractions

The Textbook for this course is:

enVisionmath2.0 Grade 6

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First Semester
1st 9 – weeks (August 17 – October 23)
44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
1st 9-weeks	Making Inferences Theme Summary Plot Structure Character Analysis Figurative Meaning Connotative Meaning	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text from personal opinions or judgments. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters change as the plot moves toward a solution. RL.6.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Summer Reading/Book Talks Pearson Common Core Literature "The Tail" by Joyce Henson page 30 (Inferences and Characterizations) Pearson Common Core Literature "The Circuit" by Francisco Jimenez page 58 (Theme) Ellevation – * 6.1 Elections then and Now * 6.2 How Central Idea is Conveyed * 6.4 Connotation and Meaning * 6.4 The Impact of Figurative Language on Tone * 6.4 Writing Poetry https://www.weareteachers.com/11-tips-for-teaching-about-theme-in-language-arts/ Pearson Common Core Literature "Stray" by Cynthia Rylant page 20 (Plot)-2 Links http://ccss6.watchknowlearn.org/Category.aspx?CategoryID=15771 *The Phantom Tollbooth* by Norton Jester (novel) LTF "The First Day" by Edward P. Jones

			https://www.opened.com/search?standard=RL.6.4
			Remediation: Students who struggle with determining themes in texts will require small group instruction over this topic. Attached you will find a link that should help guide your small group instruction on themes in literature. https://www.flocabulary.com/unit/theme/#:~:text=This%20song%20defines%20theme%20as,determine%20the%20theme(s).
			Advanced: Students should utilize the texts that are being read throughout the nine weeks to determine the theme(s) using supporting textual evidence. Teachers may also supplement with different texts based off of student's various needs.

2nd 9 – weeks (October 26 – December 22)
38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
2nd 9-weeks	Theme Plot Structure Point of View	RL.6.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6-Explain how an author develops the point of view of the narrator or speaker in a text	ELLevations is a great resource provided to our district through the ESOL program. The link below should direct you to multiple reading collections and passage responses. You will need to use your HCS credentials to access this website. https://app.ellevationeducation.com/Strategies/Collections?GradeLevels=6&Subjects=ELA&CCSS=CCSS.ELA-Literacy.RL.6.5 Read Works (accessed through the link below) can provide teachers and students with a plethora of short stories that can be tiered to individual students. https://www.readworks.org/rw/literary-passages-practice-theme#!s0:1,40/q:/g:/t:/s:/k:40/cid:/pt:/features:/staff_picks:/sel:/ Pearson Common Core Literature "The Drive-In Movies" by Gary Soto page 184 (Narrator and Point of View) LTF Lesson "An Open Heart" by Judith MacKenzie LTF Lesson "Eleven" by Sandra Cisneros Remediation: Students who struggle with identifying point of view and theme in texts will require small group instruction over this topic. Attached you will find a link that should help guide your small group instruction on point of view in literature. https://www.osymigrant.org/ROMADifferentPointofView.pdf Advanced: Text Dependent Writing Analysis- Determine how the authors point of view in "Eleven" by Sandra Cisneros contributes to the overall theme of the story.

Second Semester
3rd 9 – weeks (January 4 – March 12)
48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
3rd 9-weeks	Compare and Contrast Poetry Odes Ballads Epic Poetry Science Fiction	RL.6.7-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 "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.8-Differentiate among odes, ballads, epic poetry, and science fiction. (Alabama)	*The Devil's Arithmetic* by Jane Yolen (required novel) LTF Analyzing a Visual Text-Comics and Graphic Novels" "The Greenies" by William Goodykoontz https://d3jc3ahdjad7x7.cloudfront.net/mi4gfurvSrvbtmzy3EUewwrkq8kO2WigL4hIz2Y8yTJPv8Ho.pdf https://app.ellevationeducation.com/Strategies/Collections?GradeLevels=6&Subjects=ELA&CCSS=CCSS.ELA-Literacy.RL.6.7 https://nandovecarpenter.weebly.com/uploads/4/5/0/1/45017891/odes.pdf "The Ballad of Birmingham" by Dudley Randall "Simpson and His Donkey" by David Smith White (epic poetry) https://www.poemhunter.com/poem/simpson-and-his-donkey/ www.williston.k12.sc.us/userfiles/78/Classes/608/Epic%20Hero%20Cycle.doc "All Summer in a Day" by Ray Bradbury http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/short%20stories/all%20summer%20in%20a%20day.pdf Remediation: Small group instruction should focus on comparing and contrasting two stories, dramas, and/or poems to a digital component (text to movie). Whole Group: Focus on RL.6.8 small group as needed. Students may have difficulty discussing and understanding the differences and meanings that are found from poems, ballads, and odes. The link below should help differentiate the different types of literature associated with this standard. https://k12opened.com/ebooks/ela/ebook-typesofpoetry2/index.html Advanced: Students are asked to compare and contrast *The Devil's Arithmetic* (or a novel available at your school) to the movie and discuss the similarities and differences through writing.

4th 9 – weeks (March 15 – May 28)
46 instructional days; 23 A-Days and 23 B-Days
+4 Exam Days

Time Period	Unit Topic	Standards	Resources
4th 9-weeks	Compare and Contrast Poetry Historical Novels Fantasy Stories Theme Drama Memoir Biography	RL.6.9-Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*The Watsons go to Birmingham* by Christopher Paul Curtis (required novel) Pearson Common Core Literature "Names/Nombres" by Julia Alvarez Pearson Common Core Literature "Mowgli's Brothers" and "James and the Giant Peach" page 677 (Fantasy and Theme) "The Lady or the Tiger" by Frank R. Stockton https://d3jc3ahdjad7x7.cloudfront.net/mi4gfurvSrvbtmzy3EUewwrkq8kO2WigL4hIz2Y8yTJPv8Ho.pdf Pearson Common Core Literature Part 3 Text Set on Baseball • "Jackie Robinson: Justice at Last" page 256 • "Memories of an All-American Girl" page 264 • "Preserving a Great American Symbol" page 270 • "The Southpaw" page 274 • "Why We Love Baseball" page 286 • "Ted Williams Baseball Card" page 292 Remediation: Students may need additionally support comparing and contrasting two or more texts with similar central ideas. Introduce in whole group, move to small/centers as needed. Advanced: Text Dependent Writing Analysis-Students should compare and contrast the themes in "Why We Love Baseball," and "Ted Williams Baseball Card" through a written analysis. (If your school does not participate in the EL Program or have access to the Pearson Literature Textbook, this can be done through novels read throughout the year as well as NewELA articles, if available).