

Selma City Schools
6th Grade ELA/Reading Pacing
Guide 2019-2020

- Thoughtful and effective *planning* throughout the school year is crucial for student mastery of standards.
- Reading Informational Text (RI) standards should not only be addressed in Reading, but in **Science** and **Social Studies** as well.
- Writing opportunities should be included in all content areas.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the *entire* school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).
- **Power standards** are a prioritized set of learning expectations that Selma City Schools has determined to be the most essential for students to learn. While all college- and career-ready standards should be taught, the power standards are those that have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

FIRST QUARTER August-October	SECOND QUARTER October-January	THIRD QUARTER January-March	FOURTH QUARTER March-May
<p>Language L.6.1–Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.6.1A–Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama) L.6.1a–Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b–Use intensive pronouns (i.e. myself, ourselves). L.6.1c–Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d–Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).</p>	<p>Language L.6.5–Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5a–Interpret figures of speech (i.e. personification, metaphor) in context. L.6.5b–Use the relationship between particular words (i.e. cause/effect, part/whole, item/category) to better understand each of the words. L.6.5c–Distinguish among the connotations (associations) of words with similar denotations (definitions) (i.e. stingy, scrimping, economical, unwasteful, thrifty). L.6.6–Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word</p>	<p>Language L.6.4–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. L.6.4a–Use context (i.e. 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. L.6.4b–Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e. audience, auditory, audible). L.6.4c–Consult reference materials (i.e. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>	<p>Language L.6.2–Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. L.6.2a–Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. L.6.2b–Spell correctly. L.6.3–Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3a–Vary sentence patterns for meaning, reader or listener interest, and style. L.6.3b–Maintain consistency in style and tone.</p>

<p>L.6.1e – Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>Speaking and Listening SL.6.1– Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1a–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.</p> <p>SL.6.1b–Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Writing Please refer to your 2018-2019 schoolwide writing plan.</p>	<p>or phrase important to comprehension or expression.</p> <p>Speaking and Listening SL.6.1c– Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1d–Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Writing Please refer to your 2018-2019 schoolwide writing plan</p>	<p>determine or clarify its precise meaning of its part of speech.</p> <p>L.6.4d–Verify the preliminary determination of the meaning of a word or phrase (i.e. by checking the inferred meaning in context or in a dictionary).</p> <p>Speaking and Listening SL.6.2– Interpret information presented in diverse media and formats (i.e. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3–Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4–Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Writing Please refer to your 2018-2019 schoolwide writing plan.</p>	<p>Speaking and Listening SL.6.5– Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6–Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards L.6.1 and L.6.3 for specific expectations.)</p> <p>Writing Please refer to your 2018-2019 schoolwide writing plan.</p>
---	---	--	--

Academic Language

Academic language is the specialized vocabulary associated with instruction and mastery of academic content and tasks. The words listed below reflect the *minimum* vocabulary necessary for students to become proficient with grade-level standards.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><u>Language</u></p> <ul style="list-style-type: none"> • Subject-Verb Agreement • Prepositional Phrase • Pronoun • Subjective Pronoun • Objective Pronoun • Possessive Pronoun • Intensive Pronoun • Vague Pronoun • Antecedent • Conventional Language <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Collaborative • Collegial Discussion 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Figurative Language • Word Relationship • Nuance • Figures of Speech • Personification • Metaphor • Cause/Effect • Part/Whole • Item/Category • Connotation • Denotation <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Elaboration • Reflection • Paraphrase 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Infer • Multiple-Meaning Word • Multiple-Meaning Phrase • Greek Affix • Latin Affix • Greek Root Word • Latin Root Word • Reference Material <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Interpret • Diverse Media • Diverse Format • Argument • Claim • Sequencing • Main Idea • Theme 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Nonrestrictive Element • Parenthetical Element • Consistent Style • Consistent Tone • Sentence Patterns <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Multimedia Component • Visual Display • Formal English

6th Grade Reading Pacing Guide 2018-2019

- Thoughtful and effective *planning* throughout the school year is crucial for student mastery of standards.
- Reading Informational Text (RI) standards should **not** only be addressed in Reading, but in Science and Social Studies as well.
- Writing opportunities should be included in all content areas.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the *entire* school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).
- **Power standards** are a prioritized set of learning expectations that Selma City Schools has determined to be the most essential for students to learn. While all college- and career-ready standards should be taught, the power standards are those that have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

First Quarter August-October	Second Quarter October-January	Third Quarter January-March	Fourth Quarter March-May
<p>Literature</p> <p>RL.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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 respond or change as the plot moves toward a resolution.</p> <p>Informational Text</p> <p>RI.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Literature</p> <p>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.</p> <p>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</p> <p>RL.6.6-Explain how an author develops the point of view of the narrator or speaker in a text</p> <p>Informational Text</p> <p>RI.6.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Literature</p> <p>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.</p> <p>RL.6.8-Differentiate among odes, ballads, epic poetry, and science fiction. (Alabama)</p> <p>Informational Text</p> <p>RI.6.7-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.</p>	<p>Literature</p> <p>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.</p> <p>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.</p> <p>Informational Text</p> <p>RI.6.9-Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

<p>RI.6.2-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.</p> <p>RI.6.3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RI.6.5-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.</p> <p>RI.6.6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>RI.6.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from those that are not.</p>	<p>RI.6.10-By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
--	---	---	---

Academic Language

Academic language is the specialized vocabulary associated with instruction and mastery of academic content and tasks. The words listed below reflect the *minimum* vocabulary necessary for students to become proficient with grade-level standards.

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Literature</p> <ul style="list-style-type: none"> • Cite • Analyze • Textual Evidence • Inference • Theme • Central Idea • Plot <p>Informational Text</p> <ul style="list-style-type: none"> • Cite • Textual Evidence • Inference • Summary • Analyze • Anecdote 	<p>Literature</p> <ul style="list-style-type: none"> • Figurative Meaning • Connotative Meaning • Analyze • Chapter • Scene • Stanza • Theme • Setting • Plot • Point of View • Word Choice <p>Informational Text</p> <ul style="list-style-type: none"> • Figurative Meaning • Connotative Meaning • Technical Meaning • Analyze • Paragraph • Chapter • Point of View • Author’s Purpose 	<p>Literature</p> <ul style="list-style-type: none"> • Compare • Contrast • Drama • Poem • Ode • Ballad • Epic Poetry • Science Fiction <p>Informational Text</p> <ul style="list-style-type: none"> • Media • Format • Claim • Reason • Evidence 	<p>Literature</p> <ul style="list-style-type: none"> • Compare • Contrast • Genre • Poem • Historical Novel • Theme • Drama • Fantasy Story • Memoir • Biography <p>Informational Text</p> <ul style="list-style-type: none"> • Compare • Contrast • Memoir • Biography



Pacing Guide Companion Document

Ready Reading to Reading Wonders Common Core Grade 6

The following tables show the alignment of Ready® Reading grades 6. We recommend that teachers use the Ready lesson(s) listed alongside each textbook lesson to target and reinforce the standard(s) shown in parentheses. Ready lessons may be taught before, or after, the aligned textbook lesson, at the teacher's discretion.

To address situations in which educators may not be using all textbook units or lessons, or may be using them out of sequence, we have repeated some Ready lessons across the yearlong scope and sequence. We recommend using Ready lessons in their first relevant occurrence, although educators may choose to revisit parts of Ready lessons as needed in subsequent instances.

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
1	Changes	1-1	Little Blog on the Prairie	RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10	6: Describing Plot (RL.6.3)
					7: Analyzing Character Development (RL.6.3)
					20: Comparing and Contrasting Genres (RL.6.9)
					Media Feature 2: Comparing and Contrasting Reading to Viewing (RL.6.7)
		1-2	The Mostly True Adventures of Homer P. Figg	RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10	6: Describing Plot (RL.6.3)
					9: Summarizing Literary Texts (RL.6.2)
					Media Feature 2: Comparing and Contrasting Reading to Viewing (RL.6.7)
		1-3	Journey into the Deep	RI.6.1, RI.6.2, RI.6.9	1: Determining Central Idea and Details (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
					10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)
		1-4	Into the Volcano	RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.9, RI.6.10	1: Determining Central Idea and Details (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)					

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
		1-5	The Economic Roller Coaster	RI.6.1, RI.6.2, RI.6.6, RI.6.8, RI.6.9	10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4) 12: Determining Point of View (RI.6.6)
		1-6	Unit Review	RL.6.10, RI.6.7, RI.6.8, RI.6.10	2: Summarizing Informational Texts (RI.6.2) 9: Summarizing Literary Texts (RL.6.2)
2	Excursions Across Time	2-1	The Technology of Mesopotamia	RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.7, RI.6.9	3: Citing Evidence to Make Inferences (RI.6.1)
		2-2	Who Created Democracy?	RL.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7, RI.6.9, RI.6.10	3: Citing Evidence to Make Inferences (RI.6.1) 11: Analyzing Text Structures (RI.6.5)
		2-3	Roman Diary	RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10, RI.6.1, RI.6.7	5: Citing Evidence to Make Inferences (RL.6.1) 17: Explaining Point of View (RL.6.6)
		2-4	A Single Shard	RL.6.1, RL.6.3, RL.6.6, RL.6.9, RL.6.10, RI.6.7	5: Citing Evidence to Make Inferences (RL.6.1) 17: Explaining Point of View (RL.6.6)

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
		2-5	<i>Majestic, Mummy, and Clay</i>	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10, RI.6.1	8: Determining Theme or Central Idea (RL.6.2) 9: Summarizing Literary Texts (RL.6.2) 15: Analyzing the Structure of a Poem (RL.6.5)
		2-6	Unit Review	RL.6.10, RI.6.7, RI.6.8, RI.6.10	2: Summarizing Informational Texts (RI.6.2) 9: Summarizing Literary Texts (RL.6.2)
3	Accomplishments	3-1	How Tía Lola Came to Visit Stay	RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.9, RL.6.10	5: Citing Evidence to Make Inferences (RL.6.1) 8: Determining the Theme or Central Idea (RL.6.2)
		3-2	Lizzie Bright and the Buckminster Boy	RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.9, RL.6.10, RI.6.1	5: Citing Evidence to Make Inferences (RL.6.1) 8: Determining the Theme or Central Idea (RL.6.2)
		3-3	The Pot That Juan Built	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.10	2: Summarizing Informational Texts (RI.6.2) 4: Analyzing Key Ideas in a Text (RI.6.3) 11: Analyzing Text Structures (RI.6.5)

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
		3-4	Major Taylor: Champion Cyclist	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.9, RI.6.10	2: Summarizing Informational Texts (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
					11: Analyzing Text Structures (RI.6.5)
		3-5	Stewards of the Environment	RI.6.1, RI.6.2, RI.6.7, RI.6.9	1: Determining Central Idea and Details (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
		3-6	Unit Review	RL.6.10, RI.6.7, RI.6.8, RI.6.10	2: Summarizing Informational Texts (RI.6.2)
9: Summarizing Literary Texts (RL.6.2)					
4	Challenges	4-1	Years of Dust	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10	10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)
					12: Determining Point of View (RI.6.6)
		4-2	Seeing Things His Own Way	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.9, RI.6.10	10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)
					12: Determining Point of View (RI.6.6)
		4-3	The Case of the Magic Marker Mischievous Maker: A Mickey Rangel Mystery	RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.9, RL.6.10	5: Citing Evidence to Make Inferences (RL.6.1)
					9: Summarizing Literary Texts (RL.6.2)

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
		4-4	Home of the Brave	RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.9	8: Determining Theme or Central Idea (RL.6.2)
					9: Summarizing Literary Texts (RL.6.2)
		4-5	<i>This Is Just to Say</i>	RL.6.1, RL.6.4, RL.6.5, RL.6.6, RL.6.9	9: Summarizing Literary Texts (RL.6.2)
					15: Analyzing the Structure of a Poem (RL.6.5)
					17: Explaining Point of View (RL.6.6)
		4-6	Unit Review	RL.6.10, RI.6.2, RI.6.7, RI.6.8, RI.6.9, RI.6.10	2: Summarizing Informational Texts (RI.6.2)
9: Summarizing Literary Texts (RL.6.2)					
5	Discoveries	5-1	The Hero and the Minotaur	RL.6.1, RL.6.3, RL.6.5, RL.6.9, RL.6.10	5: Citing Evidence to Make Inferences (RL.6.1)
					6: Describing Plot (RL.6.3)
					7: Analyzing Character Development (RL.6.3)
		5-2	Elijah of Buxton	RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.9	5: Citing Evidence to Make Inferences (RL.6.1)
					6: Describing Plot (RL.6.3)

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014		
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing		
		5-3	Before Columbus: The Americas of 1491	RL.6.1, RI.6.1, RI.6.3, RI.6.5, RI.6.7, RI.6.9, RI.6.10	4: Analyzing Key Ideas in a Text (RI.6.3)		
					10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)		
					11: Analyzing Text Structures (RI.6.5)		
		5-4	Planet Hunter	RL.6.1, RI.6.1, RI.6.5, RI.6.9, RI.6.10	4: Analyzing Key Ideas in a Text (RI.6.3)		
					10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)		
					11: Analyzing Text Structures (RI.6.5)		
		5-5	Out of This World	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.9	10: Determining Word Meanings: Figurative, Connotative & Technical (RI.6.4)		
					12: Determining Point of View (RI.6.6)		
		5-6	Unit Review	RL.6.10, RI.6.7, RI.6.8, RI.6.10	2: Summarizing Informational Texts (RI.6.2)		
					9: Summarizing Literary Texts (RI.6.2)		
		6	Taking Action	6-1	The Story of Salt	RL.6.1, RL.6.2, RL.6.4, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.7	1: Determining Central Idea and Details (RI.6.2)
							4: Analyzing Key Ideas in a Text (RI.6.3)

Grade 6: Recommended Sequencing for Ready® Reading © 2014 with Reading Wonders Common Core ©

Reading Wonders Common Core © 2014					Ready Reading © 2014
Unit	Unit Name	Week	Main Passage	Publisher's Correlations	Recommended Lesson Sequencing
		6-2	The Great Fire	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.10	4: Analyzing Key Ideas in a Text (RI.6.3)
					11: Analyzing Text Structures (RI.6.5)
		6-3	Extreme Scientists	RL.6.1, RI.6.1, RI.6.2, RI.6.3, RI.6.7, RI.6.9	1: Determining Central Idea and Details (RI.6.2)
					2: Summarizing Informational Texts (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
		6-4	Pharaoh's Boat	RL.6.1, RI.6.1, RI.6.2, RI.6.5, RI.6.7, RI.6.9	2: Summarizing Informational Texts (RI.6.2)
					4: Analyzing Key Ideas in a Text (RI.6.3)
					11: Analyzing Text Structures (RI.6.5)
		6-5	<i>To You and Ode to Pablo's Tennis Shoes</i>	RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.9	8: Determining Theme or Central Idea (RL.6.2)
					9: Summarizing Literary Texts (RL.6.2)
					15: Analyzing the Structure of a Poem (RL.6.5)
		6-6	Unit Review	RL.6.10, RI.6.7, RI.6.8, RI.6.10	2: Summarizing Informational Texts (RI.6.2)
9: Summarizing Literary Texts (RL.6.2)					