

6th Grade Curriculum Guide

for the *Read Side by Side Reading Program*



6th Grade

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The *Read Side by Side Reading Program* exposes all students to longer, more complex texts. Each unit teaches an approach to reading chapter books that motivates readers. This approach is outlined in the acronym C. I. A., which stands for collect, interpret, and apply.

The sixth grade series provides three complete units. These units incorporate a three-part instructional model: read-aloud, book clubs, and extended reading. The three-part curriculum design intentionally builds students' confidence and skill.

Part 1 is the read-aloud instruction, where the teacher reads the text aloud to the students as they follow along in their own copy of the text. Students are brought into the lesson through turn-and-talk discussion, taking notes, and writing.

Part 2 is the book club instruction, where students read books differentiated to their reading level and transfer skills learned in the read-aloud to texts that they are reading. Book club time is where the magic happens; students become competent, confident readers. Their interest and motivation to read increases, and they can't wait to read the next book in the genre or series!

Part 3 provides a collection of books to fuel students' passion for reading.

When you utilize all three units in your classroom, you will be exposing students to a variety of genres and making reading, writing, and social studies connections across the school year. You will be amazed at your students' level of engagement as they master grade-level standards and read quality literature.

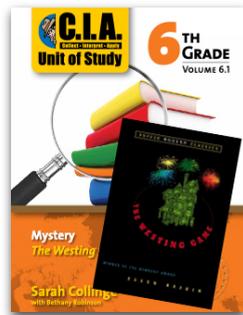
6th Grade Scope & Sequence

Year Long Theme: The American Dream.

Social Studies Focus: Immigration and the push and pull factors that cause people to move.

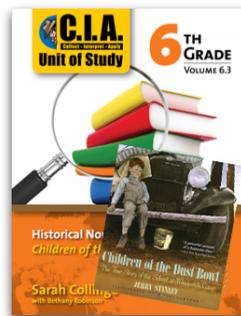
6.1 Read-Aloud

The Westing game



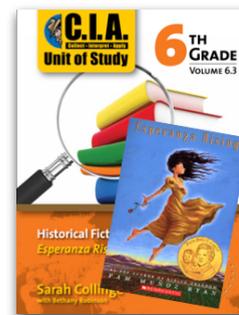
6.2 Read-Aloud

Children of the Dust Bowl



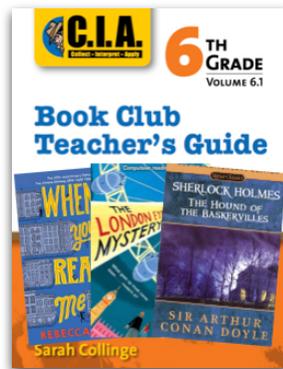
6.3 Read-Aloud

Esperanza Rising



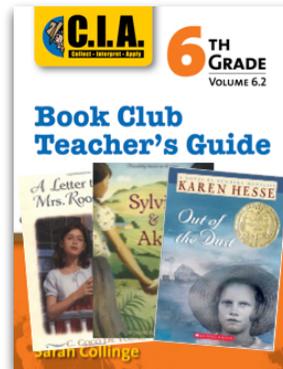
6.1 Book Club

When You Reach Me, The London Eye Mystery, and The Hound of the Baskervilles



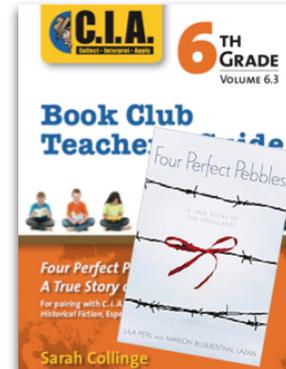
6.2 Book Club

A Letter to Mrs. Roosevelt, Sylvia and Aki, and Out of the Dust.



6.3 Book Club

Four Perfect Pebbles



6th Grade Pacing Guide

To teach all three units in the sixth grade school year, you will need to designate a total of 45-minutes a day for the teaching of reading. You will alternate teaching read-aloud and book clubs across the year.

If you are using the writing units, you will need an additional 30-minute writing block. We recommend scheduling the writing unit in the last 3-weeks of the book club. This stagger schedule will create some “open times” throughout the year. These open times create an opportunity for self-selected reading or other language arts instruction.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Read-Aloud OR Book Club	6.1 Read-Aloud (24 Days)				6.1 Book Club (37 Days)							6.2 Read-Aloud (26 Days)				6.2 Book Club (26 Days)				6.3 Read-Aloud (31 Days)				6.3 Book Club (29 Days)				Open Time								
Write	Open Time										6.1 Realistic Fiction (15 Days)			Open Time					6.2 Expository (15 days)			Open Time							6.3 Argument (15 Days)		Open Time					

Range of Reading Levels

Text Complexity, CCSS 10

Read-Aloud Novels

	6.1 <i>The Westing Game</i>	6.2 <i>Children of the Dust Bowl</i>	6.3 <i>Esperanza Rising</i>
Lexile:	750	1120	750
Complexity:	High	High	Medium
Page Count:	192	96	208

Book Club Novels

6.1 Book Clubs	Below-Level <i>When You Reach Me</i>	On-Level <i>The London Eye Mystery</i>	Above Level <i>The Hound of the Baskervilles</i>
Lexile:	750	640	980
Complexity:	Low	Medium	High
Page Count:	208	336	208
6.2 Book Clubs	Below-Level <i>A Letter to Mrs. Roosevelt</i>	On-Level <i>Sylvia and Aki</i>	Above Level <i>Out of the Dust</i>
Lexile:	750	760	NP
Complexity:	Medium	Medium	High
Page Count:	112	152	160
6.3 Book Clubs	All Students <i>Four Perfect Pebbles</i>	All students will be matched to <i>Four Perfect Pebbles</i> and scaffolds will be suggested for the lowest students.	
Lexile:	1080		
Complexity:	High		
Page Count:	144		

During the book club time, students will be matched to a text in their *instructional* range. The scaffolds of the read-aloud, as well as peer and teacher support will help students practice and gain skill.

The Assessment and Intervention Guide provides tools for matching students to book club texts, as well as strategies for working with struggling readers.

Reading Standards Alignment

All lessons in the curriculum are aligned to the Common Core State Standards Initiative (CCSS, 2010) and the Next Generation Standards Initiative (NGSS, 2013). Lessons move students from literal, to inferential, to interpretive thinking as students read through each quadrant of the text. Students practice all standards in every book. The standards increase in rigor as students apply them to new genres, topics, themes, and text types.

The CIA Process	Standards (CCSS & NGSS)
Quadrant 1: Collect Critical Information	Key Ideas and Details (1-3)
Quadrant 2 & 3: Interpret the Text	Craft & Structure (4-6)
Quadrant 4: Apply to Your Life	Integrate Knowledge (7-9)

Key Ideas and Details, CCSS 1-3

Power Standard (Quadrant 1): The student has a *literal* understanding of the key ideas and details and can summarize the text.

		Read-Aloud Quadrant 1 Lessons	Book Club Quadrant 1 Lessons
Unit 6.1	Mystery	Days 1-12.	Days 1-14.
Unit 6.2	Nonfiction & Historical Fiction	Days 1-9.	Days 1-10.
Unit 6.3	Historical Fiction & Memoir	Days 1-11.	Days 1-12.

Reading Standards Alignment, Cont.

Craft & Structure, CCSS 4-6

Power Standard (Quadrants 2 & 3): The student has an *inferential* understanding of the ideas in the text including key vocabulary, character traits/feelings/motives, the author’s craft, and the author’s message/theme.

		Read-Aloud Quadrant 2 & 3 Lessons	Book Club Quadrant 2 & 3 Lessons
Unit 6.1	Mystery	Days 13-27.	Days 15-30.
Unit 6.2	Nonfiction & Historical Fiction	Days 10-22.	Days 11-23.
Unit 6.3	Historical Fiction & Memoir	Days 12-24.	Days 13-24.

Integration of Knowledge, CCSS 7-9

Power Standard (Quadrant 4): The student builds knowledge while reading and connects knowledge to other sources.

		Read-Aloud Quadrant 4 Lessons Nonfiction Sources	Book Club Quadrant 4 Lessons Nonfiction Sources
Unit 6.1	Mystery	Days 3, 13, 16, 26, and 28-30.	Days 31-37.
Unit 6.2	Nonfiction & Historical Fiction	Days 4, 10, 11, 12, 16, 17, and 23-26.	Days 24-29.
Unit 6.3	Historical Fiction & Memoir	Days 2, 9, 17, and 25-31.	Days 1, 3, 13, 15, 20, 25-29.

Reading Standards Alignment, Cont.

Phonics & Vocabulary, CCSS 4

Power Standard 11: Know and apply phonics and word analysis skills to decode words and determine meaning.

Multi-Syllabic Words	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice reading and breaking words into syllables during the daily vocabulary routine.	Students practice reading known and unknown multi-syllabic words using phonics skills.	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Morphemes (prefixes, suffixes, roots)	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice circling the prefix, underlining the root, and boxing the suffix during the daily vocabulary routine. They look up the meaning of the morphemes and infer the meaning of the word.	Students practice inferring the meaning of unknown words as they read, using their knowledge of morphemes to guide them.	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Context Clues	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice inferring the meaning of words using the context to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.
Vocabulary Acquisition	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.

Writing Standards Alignment

Writing, CCSS 1-10

Power Standard: The student writes for a variety of purposes in which the type of writing, and the development and organization of the writing, are appropriate to the task and purpose.

	Short Writing: Research, recall, and draw evidence from the text in order to organize and write a piece of short, expository or opinion writing (CCSS 1, 2, 4, 7-9, 10).		Longer Writing: Research, recall, and draw evidence from the text in order to organize, write, and strengthen a longer, published piece that is narrative, expository or opinion (CCSS 1-10).
	Read-Aloud Short Writing	Book Club Short Writing	Writing Unit Longer Writing
Unit 6.1	Retell Summary, Turning Point Summary, Synthesis Summary.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Realistic Fiction: Write a story in which a mystery is solved.
Unit 6.2	Retell Summary, Turning Point Summary, Synthesis Summary, Cause/Effect, and Opinion.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Expository: Summarize what caused the movement of people from the Dust Bowl region between 1935 and 1940. What geographic and economic factors led to to this movement of people? What challenges did these factors cause? How did the Okies respond to these challenges? How can these past events inform the present?
Unit 6.3	Retell Summary, Turning Point Summary, Synthesis Summary.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Argumentative: What is culture? Can we belong to more than one culture? Make an evidence based argument.

Bring the *Read Side by Side Reading Program* to your school!

We partner with schools and districts across the US and internationally!
We would love to work with you!



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