

Reading 6 / Grade 6 Curriculum

Course Anthology: Houghton Mifflin Harcourt Grade 6 *Collections*

Unit 1: Decisions That Matter

Essential Questions: What influences the decisions that people make? What impact do they have?

Enduring Understandings: • The decision to do your best may not always create the desired consequences or results. • Simple decisions made by individuals can have a lasting influence on many others. • Decision making can be influenced by the past, the present, family dynamics, and other factors to varying degrees.

Maryland College and Career Ready Frameworks, Grades 6-8

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

| Text Title and Author | Maryland College and Career Ready Standards for English Grades 6-8 |
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| Unit Introduction and Opener: What influences the decisions that people make? What impact do they have? | RI.6.2, RI.6.7, RL.6.2 |
| “The Road Not Taken” (CL) (poem) by Robert Frost | RL.6.4, RL.6.5 |
| “The First Day of School” (short story) by R. V. Cassill | RL.6.3, RL.6.4 |
| Anchor: from <i>It Worked for Me: In Life and Leadership</i> (memoir) by Colin Powell / from <i>Colin Powell: Military Leader</i> (biography) by Warren Brown | RI.6.9, SL.6.4, RL.6.4, RL.6.4 |
| Anchor: “Paul Revere’s Ride” (CL) (poem) by Henry Wadsworth Longfellow | RL.6.3, RL.6.4, RL.6.5, RL.6.9 |
| “The Light – Ah! The Light” (poem) by Joyce Sidman | RL.6.4, RL.6.5 |
| “On Doomed Flight, Passengers Vowed to Perish Fighting” (news article) by Jodi Wilgoren and Edward Wong / “Memorial Is Unveiled for Heroes of Flight 93” (TV newscast) by CBS News | RI.6.4, RI.6.7 |
| Short, focused research: Research an individual whose decision influenced others; consider the impact if the decision had not been made. | W.6.7 |
| Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts. | Teachers will determine the focus standard(s) for instruction. |
| Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs. | |

Unit 2: Dealing with Disaster

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Essential Question: How is the human experience critical to understanding disaster?

Enduring Understanding: • Examining disaster can influence our personal perspectives and provide insights into the effects these disasters have on individuals.

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|---|--|
| Unit Introduction and Opener: How is the human experience critical to understanding disaster? | RI.6.6, RI.6.7 |
| from “After the Hurricane” (poem) by Rita Williams-Garcia / “Watcher: After Katrina, 2005” (poem) by Natasha D. Trethewey | RL.6.4, RL.6.6 |
| Short, focused research: Research how disasters bring out the best and worst in individuals. | W.6.7, W.6.8, SL.6.4, SL.6.5 |
| Anchor: from <i>A Night to Remember</i> (history writing) by Walter Lord | RI.6.5, W.6.7 |
| “On the Titanic, Defined by What They Wore” (newspaper article) by Guy Trebay | RI.6.4, RI.6.7, SL.6.2 |
| from <i>Titanic at 100: Mystery Solved</i> (documentary film) by James Cameron | RI.6.5, W.6.7, SL.6.2 |
| “There Will Come Soft Rains” (CL) (short story) by Ray Bradbury | RL.6.4, RL.6.9 |
| Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts. | Teachers will determine the focus standard(s) for instruction. |
| Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs. | |

Unit 3: Facing Fear

Essential Question: What is the effect of experiencing fear on the individual?

Enduring Understandings: • Facing fear can be perceived as a positive or negative action. • In the face of fear, one may choose to let other motivations besides fear determine a course of action. • Understanding fears and phobias is a way that one can work to overcome them.

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|--|--|
| Unit Introduction and Opener: What is the effect of experiencing fear on the individual? | RL.6.2, RI.6.7 |
| “Life Doesn’t Frighten Me” (CL) (poem) by Maya Angelou | RL.6.2, RL.6.4, RL.6.6, SL.6.6 |
| Anchor: “The Ravine” (CL) (short story) by Graham Salisbury | RL.6.2, SL.6.1a, SL.6.1c |
| from “The Jumping Tree” (short story) by René Saldaña Jr. | RL.6.3, W.6.3a |
| “Fine?” (short story) by Margaret Peterson Haddix | RL.6.3, RL.6.5, RL.6.6, W.6.3a, W.6.3b |
| “In the Spotlight” from “Stuff That Scares Your Pants Off!” (informational text) by Glenn Murphy | RI.6.2, RI.6.5, W.6.2b, W.6.9b |
| “Face Your Fear: Choking Under Pressure Is Every Athlete’s Worst Nightmare” (magazine article) by Dana Hudepohl / “Face Your Fears and Scare the Phobia Out of Your Brain” (magazine article) by Jason Koebler | RI.6.2, RI.6.3, W.6.1a, W.6.1b |
| Short, focused research: Research the concept of fear and phobias in order to present their findings. | W.6.7, W.6.8 |
| <i>Wired for Fear</i> (online science exhibit) by the California Science Center | RI.6.3, RI.6.4, RI.6.6 |
| “The Banana Tree” (short story) by James Berry | RL.6.2, RL.6.4 |
| Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts. | Teachers will determine the focus standard(s) for instruction. |
| Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs. | |

Unit 4: Making Your Voice Heard

Essential Question: What is the value of voice in expressing an idea?

Enduring Understandings: • Both individuals and authors can use language to help develop convincing arguments. • Our values and experiences contribute to our voice when expressing ourselves.

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| Unit Introduction and Opener: What is the value of voice in expressing an idea? | RI.6.7, L.6.5b |
| “A Voice” (poem) by Pat Mora / “Words Like Freedom” (poem) by Langston Hughes | RL.6.3, FL.6.4, RL.6.9 |
| Anchor: “The Mixer” (short story) by P. G. Wodehouse | RL.6.3, RL.6.6 |
| Anchor: “Wild Animals Aren’t Pets” (editorial) by <i>USA Today</i> / “Let People Own Exotic Animals” (commentary) by Zuzana Kukol | RI.6.4, RI.6.8, RI.6.9 |
| “Views on Zoos” (informational texts) | RI.6.8, W.6.1a |
| Short, focused research: Research both sides of a controversial topic and make a claim for one side in order to form an argument. | W.6.7, W.6.8, SL.6.4, SL.6.5 |
| “Eleven” (CL) (short story) by Sandra Cisneros | RL.6.3, RL.6.4, RL.6.6 |
| “Tribute to the Dog” (speech) by George Graham Vest | RI.6.5, RI.6.8 |
| “My Wonder Horse” (short story) by Sabine R. Ulibarri (translated by Thelma Campbell Nason) | RL.6.3, RL.6.4, RL.6.5, RL.6.6 |
| “What Do Fish Have to Do with Anything?” (CL) (short story) by Avi | RL.6.3 |
| Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts. | Teachers will determine the focus standard(s) for instruction. |
| Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs. | |

Novels for consideration: *Ender’s Game*, *Code Talker* (CL), *Up from the Sea*, *Woodson*, *Hoot*, *A Single Shard*, *The Night Diary*, *Front Desk* (CL), *One for the Murphys*, *All the Impossible Things*, *Ground Zero*, *Look Both Ways*, *When Stars Are Scattered*, *Before the Ever After*

CL indicates that the text is available in [CommonLit](#).

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For more information regarding the Grade 6 Reading course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts (Kristine.scarry@hcps.org) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts (Annmarie.steltzer@hcps.org).