

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 1

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - Making of a Good Story; Writing – Narrative (Overall Construction, Voice, Reader Engagement)

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.6.R.L.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 resolution.**
- CC.6.R.L.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.
- CC.6.R.L.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.
- CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- CC.6.R.L.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.
- CC.6.R.I.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.
- **CC.6.R.I.3: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.**
- CC.6.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- **CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.9: Draw evidence from literary and information texts to support analysis, reflection and research.**

#### Overarching CT Standards/Grade Level Expectations:

- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.R.32: After Reading—Determine an author’s purpose for including or omitting details to create meaning.
- CT.6.R.8: After Reading—Identify the type of conflict in a text and recognize how it affects the characters’ actions.
- CT.6.R.9: After Reading—Identify the point of view used (first, second, third, omniscient) and interpret how point of view influences the text.
- CT.6.R.10: After Reading—Explain the influence of setting on mood, character and plot.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one’s own words.
- CT.6.R.12: After Reading—Describe how major and minor characters change over time.
- CT.6.R.13: After Reading—Explain the use of foreshadowing and parallel plots to convey meaning.
- CT.6.R.14: After Reading—Explain the use of flashbacks to convey meaning.
- CT.6.R.17: After Reading—Interpret cause-and-effect relationships.

- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.7.R.18: After Reading--Evaluate ideas, themes and issues across texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.

**Priority Standards:**

- **CC.6.R.L.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 resolution.**
- **CC.6.R.I.3: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.9: Draw evidence from literary and information texts to support analysis, reflection and research.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
How the plot of a story or drama unfolds in a series of episodes; how characters respond or change as plot moves toward resolution	Describe	Understanding
How individual, event or idea is introduced, illustrated or elaborated in text	Analyze	Analyzing
Characters, settings, plots, themes, conflicts, points of view across multiple texts	Compare and contrast	Analyzing
Use effective techniques, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why is it important for readers to keep track of episodes and events in a story?	Throughout the episodes of a story, details and elaborations reveal how the plot and characters are changing.
Why should readers compare multiple texts?	Readers develop deeper understanding of themes, character development and plot development by comparing and contrasting characters, plots, themes and perspectives across multiple texts.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 2

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - Analyzing Craft and Structure; Writing – Focus on Use of Appropriate Techniques, Transitions and Precise Language Based on Purpose.

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.6.R.L.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.
- CC.6.R.L.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 resolution.
- **CC.6.R.L.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.**
- **CC.6.R.L.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.**
- CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- CC.6.R.L.7: Compare and contrast the experience of reading a story, drama or poem to listening to and 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.
- **CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.**
- CC.6.R.L.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.
- **CC.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.**
- **CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.9: Draw evidence from literary and information texts to support analysis, reflection and research.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
- CT.4.R.32: After Reading—Determine an author’s purpose for including or omitting details to create meaning.
- CT 5.R.19: After Reading—Explain how specific text features help you understand a selection
- CT 5.R.27: After Reading—Recognize author’s perspective.
- CT.6.R.6: Before and During Reading—Make and support judgments about text.
- CT.6.R.7: After Reading—State both literal and/or inferred main ideas.
- CT.6.R.9: After Reading—Identify the point of view used (first, second, third, omniscient) and interpret how point of view influences the text.

- CT.6.R.10: After Reading—Explain the influence of setting on mood, character and plot.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one’s own words.
- CT.6.R.13: After Reading—Explain the use of foreshadowing and parallel plots to convey meaning.
- CT.6.R.14: After Reading—Explain the use of flashbacks to convey meaning.
- CT.6.R.15: After Reading—Explain various subgenres of fiction based on their characteristics.
- CT.6.R.17: After Reading—Interpret cause-and-effect relationships.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT 6.R.29: Reading Reflection/Behaviors—Identify and explain the author’s purpose for writing a particular text.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.18: After Reading--Evaluate ideas, themes and issues across texts.

**Priority Standards:**

- **CC.6.R.L.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.**
- **CC.6.R.L.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.**
- **CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.**
- **CC.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.**
- **CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.9: Draw evidence from literary and information texts to support analysis, reflection and research.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Meaning of words and phrases	Determine	Understanding
Impact of word choice on meaning and tone.	Analyze	Analyzing
How sentence, chapter, scene or stanza fits into text structure and contributes to development of theme, setting or plot	Analyze	Analyzing
How different texts approach similar themes/topics	Compare and contrast	Analyzing
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Use effective techniques, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating
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<b>Essential Questions</b>	<b>Big Ideas</b>
Why is author' craft (word choice, structure, organization) significant to the reader?	Authors' choice of words and structural features influence both text meaning and the reader's perspective.
How does the author use structure to convey meaning?	Authors use text structures like organizational features, sentence placement and sequenced presentation of information to convey meaning to the reader.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - What's the Big Idea?; Writing – Focus on Maintaining and Expanding Topics and Themes in Narrative and Expository Writing

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.6.R.L.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.
- **CC.6.R.I.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.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.
- **CC.6.R.I.3:** Analyze in details how a key individual, event or idea is introduced, illustrated and elaborated in a text.
- **CC.6.R.L.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.
- **CC.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.
- **CC.6.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CC.6.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.6.W.9:** Draw evidence from literary and information texts to support analysis, reflection and research.

#### Overarching CT Standards/Grade Level Expectations:

- **CT.5.R.8:** After Reading—Identify recurring themes in literature, including books by the same author.
- **CT 6.R.3:** Vocabulary—Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.
- **CT.6.R.6:** Before and During Reading—Make and support judgments about text.
- **CT.6.R.7:** After Reading—State both literal and/or inferred main ideas.
- **CT.6.R.11:** After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one's own words.
- **CT.6.R.18:** After Reading—Explain how information in a text could be applied to understand a similar situation or concept in another text.
- **CT 6.R.29:** Reading Reflection/Behaviors—Identify and explain the author's purpose for writing a particular text.
- **CT.7.R.9:** After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- **CT.7.R.18:** After Reading--Evaluate ideas, themes and issues across texts.

**Priority Standards:**

- **CC.6.R.L.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.
- **CC.6.R.I.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.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.
- **CC.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.
- **CC.6.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CC.6.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.6.W.9:** Draw evidence from literary and information texts to support analysis, reflection and research.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Theme/Central idea of text	Determine	Understanding
Text without personal opinions or judgments	Summarize	Understanding
Textual evidence for explicit and implicit meanings	Cite	Understanding
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Use effective techniques, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do you identify theme in a text?	Theme is composed of important ideas and thoughts throughout the entire text.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 4

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - Finding the Evidence; Writing – Focus on Developing arguments and Formulating Relevant Claims and Supporting Evidence in Expository and Persuasive Writing

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- CC.6.R.L.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.
- **CC.6.R.I.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- CC.6.R.I.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.
- CC.6.R.I.3: Analyze in details how a key individual, event or idea is introduced, illustrated and elaborated in a text.
- CC.6.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.6.R.I.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.
- CC.6.R.I.7: Integrate information presented in different media and formats as well as in words to develop a coherent understanding of a topic or issue.
- **CC.6.R.I.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.**
- CC.6.R.I.9: Compare and contrast one author’s presentation of events with that of another.
- CC.6.R.L/I.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.
- **CC.6.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.9: Draw evidence from literary and information texts to support analysis, reflection and research.**

#### Overarching CT Standards/Grade Level Expectations:

- CT 5.R.27: After Reading—Recognize author’s perspective.
- **CT.6.R.6: Before and During Reading—Make and support judgments about text.**
- CT.6.R.18: After Reading—Explain how information in a text could be applied to understand a similar situation or concept in another text.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.6.R.24: After Reading—Decide if the author’s ideas are grounded in fact.
- CT.6.R.25: After Reading—Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
- CT 6.R.29: Reading Reflection/Behaviors—Identify and explain the author’s purpose for writing a particular text.



**Priority Standards:**

- **CC.6.R.L.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.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.
- **CT.6.R.6:** Before and During Reading—Make and support judgments about text.
- **CC.6.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.6.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.6.W.9:** Draw evidence from literary and information texts to support analysis, reflection and research.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Textual evidence for explicit and implicit meanings.	Cite	Understanding
Text without personal opinions or judgments	Summarize	Understanding
Argument/claims in a text, distinguishing those that are supported by reasons and evidence	Trace and evaluate	Evaluating
Judgments about text	Make and support	Evaluating
Clear reasons and relevant evidence	Write arguments	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why is it easier for readers to identify evidence of explicit meanings in a text rather than implicit meanings?	Explicit text evidence is directly stated by the author, while readers need to use context clues, descriptions and relevant details as evidence of implicit meanings.
How do authors attempt to persuade readers?	Authors use relevant and convincing reasons and evidence to support their arguments or claims in a text.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 5

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - Communicating for a Purpose; Writing – Focus on Developing Voice and Perspective

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.**
- CC.6.R.L.7: Compare and contrast the experience of reading a story, drama or poem to listening to and 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.
- CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- **CC.6.R.I.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**
- CC.6.R.I.7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- **CC.6.R.I.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.**
- CC.6.R.I.9: Compare and contrast one author’s presentations of events with that of another.
- CC.6.R.L/I.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.
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.4.R.32: After Reading—Determine an author’s purpose for including or omitting details to create meaning.
- CT 5.R.19: After Reading—Explain how specific text features help you understand a selection
- CT 5.R.27: After Reading—Recognize author’s perspective.
- CT.6.R.6: Before and During Reading—Make and support judgments about text.
- CT.6.R.9: After Reading—Identify the point of view used (first, second, third, omniscient) and interpret how point of view influences the text.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.6.R.21: Understand how social, cultural and historical contexts contribute to an author’s perspective.
- CT 6.R.29: Reading Reflection/Behaviors—Identify and explain the author’s purpose for writing a particular text.

#### Priority Standards:

- **CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.**
- **CC.6.R.I.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**
- **CC.6.R.I.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.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom's Revised Taxonomy Level</b>
How author develops point of view	Explain	Understanding
Author's point of view or purpose	Determine	Understanding
How author's point of view/purpose is conveyed in text	Explain	Understanding
Argument/claims in a text, distinguishing those that are supported by reasons and evidence	Trace and evaluate	Evaluating
Appropriate to task, purpose and audience	Produce writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why should the reader be aware of an author's perspective or point of view?	An author's perspective or point of view will be evident in the text and will influence text meaning and message.
How can a reader determine the author's purpose for writing a text?	An author's purpose for writing a text will be evident in the arguments or claims that are made.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 6

### 6<sup>th</sup> Grade

**Unit of Study:** Reading – Investigations; Writing – Focus on Researching Relevant Topics and Claims and Drawing Conclusions

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- **CC.6.R.I.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.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.
- CC.6.R.I.3: Analyze in details how a key individual, event or idea is introduced, illustrated and elaborated in a text.
- **CC.6.R.I.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.6.R.I.7: Integrate information presented in different media and formats as well as in words to develop a coherent understanding of a topic or issue.
- **CC.6.R.I.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.
- CC.6.R.I.9: Compare and contrast one author's presentation of events with that of another.
- CC.6.R.I.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.
- **CC.6.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.6.W.7:** Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.
- **CC.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.

#### Overarching CT Standards/Grade Level Expectations:

- CT 5.R.19: After Reading—Explain how specific text features help you understand a selection
- **CT 6.R.3: Vocabulary—Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.**
- CT.6.R.6: Before and During Reading—Make and support judgments about text.
- CT.6.R.7: After Reading—State both literal and/or inferred main ideas.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one's own words.
- CT.6.R.18: After Reading—Explain how information in a text could be applied to understand a similar situation or concept in another text.
- CT.6.R.25: After Reading—Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
- CT.6.W.17: Writing Process—Gather information using an organizer from a range of resources to analyze, synthesize and/or evaluate information to plan writing

**Priority Standards:**

- **CC.6.R.I.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.I.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.
- **CC.6.R.I.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- **CC.6.R.I.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.
- **CT 6.R.3:** Vocabulary—Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.
- **CC.6.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.6.W.7:** Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.
- **CC.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.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Textual evidence for explicit and implicit meanings	Cite	Understanding
Central idea of text	Determine	Understanding
Meaning of words	Determine	Understanding
Argument/claims in a text, distinguishing those that are supported by reasons and evidence	Trace and evaluate	Evaluating
Vocabulary to interpret texts	Define and use	Understanding
Appropriate to task, purpose and audience	Produce writing	Creating
Drawing on several sources and refocusing inquiry	Conduct research	Analyzing/Evaluating
Assess credibility, paraphrase data/conclusions, provide information for sources	Gather relevant information	Analyzing/Evaluating

<b>Essential Questions</b>	<b>Big Ideas</b>
What should readers do when researching a topic?	Investigating texts as part of researching a topic requires citing relevant text evidence, identifying important ideas or claims and clearly understanding vocabulary.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 7

### 6<sup>th</sup> Grade

**Unit of Study:** Reading - Understanding the World Through Text; Writing – Focus on Researching Information from Multiple Sources and Perspectives

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.6.R.L.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.**
- CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- CC.6.R.L.7: Compare and contrast the experience of reading a story, drama or poem to listening to and 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.
- **CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.**
- CC.6.R.I.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- CC.6.R.I.7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- CC.6R.I.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.
- **CC.6.R.I.9: Compare and contrast one author’s presentations of events with that of another.**
- CC.6.R.L/I.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.
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.7: Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.**
- **CC.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.**

#### Overarching CT Standards/Grade Level Expectations:

- CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
- CT.4.R.32: After Reading—Determine an author’s purpose for including or omitting details to create meaning.
- CT.5.R.8: After Reading—Identify recurring themes in literature, including books by the same author.
- CT 5.R.27: After Reading—Recognize author’s perspective.
- CT.6.R.6: Before and During Reading—Make and support judgments about text.
- CT.6.R.7: After Reading—State both literal and/or inferred main ideas.
- CT.6.R.9: After Reading—Identify the point of view used (first, second, third, omniscient) and interpret how point of view influences the text.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one’s own words.

- CT.6.R.17: After Reading—Interpret cause-and-effect relationships.
- CT.6.R.18: After Reading—Explain how information in a text could be applied to understand a similar situation or concept in another text.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- **CT.6.R.21: Understand how social, cultural and historical contexts contribute to an author’s perspective.**
- CT.6.R.24: After Reading—Decide if the author’s ideas are grounded in fact.
- CT.6.R.25: After Reading—Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
- CT 6.R.29: Reading Reflection/Behaviors—Identify and explain the author’s purpose for writing a particular text.
- CT.6.W.17: Writing Process—Gather information using an organizer from a range of resources to analyze, synthesize and/or evaluate information to plan writing
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.18: After Reading--Evaluate ideas, themes and issues across texts.

**Priority Standards:**

- **CC.6.R.L.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.**
- **CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.**
- **CC.6.R.I.9: Compare and contrast one author’s presentations of events with that of another.**
- **CT.6.R.21: Understand how social, cultural and historical contexts contribute to an author’s perspective.**
- **CC.6.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.6.W.7: Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.**
- **CC.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.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Theme or central idea	Determine	Understanding
Text without opinions/judgments	Summarize	Understanding
Various texts/genres regarding treatment of similar themes/topics	Compare and contrast	Analyzing
One author’s presentation of events with that of another	Compare and contrast	Analyzing
How context contributes to author’s perspective	Understand	Understanding
Appropriate to task, purpose and audience	Produce writing	Creating
Drawing on several sources and refocusing inquiry	Conduct research	Analyzing/Evaluating
Assess credibility, paraphrase data/conclusions,	Gather relevant information	Analyzing/Evaluating

provide information for sources		
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<b>Essential Questions</b>	<b>Big Ideas</b>
Why is the context in which the author lives of interest to the reader?	An author's context (social, political, historical) influences text meaning and message.
How does the reader benefit from comparing multiple texts about the same topic or theme?	Comparing the treatment of a single theme or topic by multiple authors develops the reader's understanding of the topic and helps the reader to reveal authors' point of view.



## Summative Unit Assessments – 6<sup>th</sup> Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement	Selected response  Extended written response	--Identify passages from text/s that exemplify components of a good story; explain why passages engage the reader. --Write a narrative with defined structure (beginning, middle, end), sequenced events and evidence of voice.	√ - measure growth	√ - 6 + 1 Narrative Traits
2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose	Selected response	Given specific passages, students complete graphic organizers to identify and explain author's use of techniques, transitions and language.	√ - measure growth	
3. What's the Big Idea?	2. Focus on maintaining and expanding topics and themes in narrative and expository writing	Selected response	Given texts, students cite evidence to determine theme (implicit or explicit) or central idea.	√ - measure growth	
4. Finding the Evidence	2. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing	Extended written response	Write an expository essay using evidence to support claims.	√ - measure growth	√ - holistic rubric
5. Communicating for a Purpose	2. Focus on developing voice and perspective	Selected response	Determine author's point of view and perspective, citing evidence from texts.		
6. Investigations	2. Focus on researching relevant topics and claims and drawing conclusions	Performance-based assessment	Write a research paper designed to trace and evaluate claims and arguments in specific text or present claims and conclusions researched on a specific topic.		√ - project-specific rubric
7. Understanding the World Through Text	2. Focus on researching information from multiple sources and perspectives	Performance-based assessment	Write a research using multiple sources of information, citing textual evidence for claims and conclusions.		√ - project-specific rubric