

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**Grade 6 READING 2022**

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**Grade 6 Reading  
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## **CORE VALUES AND BELIEFS**

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

## **INTRODUCTION & PHILOSOPHY**

Grade 6 Reading is a full-year course. Students actively engage in all aspects of literacy: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in various genres of reading, written response, and oral presentation, including meaningful discussions about what they read.

Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities, as well as student-student and student-teacher conferring sessions. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school reading teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students read grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

## COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

### CCS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CCS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CCS.ELA-Literacy.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.

### CCS.ELA-Literacy.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.

### CCS.ELA-Literacy.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.

### CCS.ELA-Literacy.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).

### CCS.ELA-Literacy.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.

### CCS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### CCS.ELA-Literacy.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.

### CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RI.6.8

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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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).

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCS.ELA-Literacy.W.6.3.a

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.6.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCS.ELA-Literacy.W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8

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.

CCS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.a

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.

CCS.ELA-Literacy.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b

Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c

Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCS.ELA-Literacy.L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b



Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**\*\*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.**

**TRIMESTER 1**

**Unit 1: Discovering Powerful Short Stories**

<p>Time frame:</p> <p>6 weeks</p>	<p>Essential Questions:</p> <p>How can understanding the elements of fiction contribute to my understanding of reading a short story?</p> <p>How can readers identify and analyze an author’s use of characterization within a short story?</p>	<p>Big Ideas:</p> <p>Readers understand that the elements of fiction contribute to understanding a short story.</p> <p>Close reading of characters’ dialogue, thoughts, actions, and appearance can help readers understand a character’s feelings and effect on others.</p>	<p>Vocabulary:</p> <p>exposition, characters, setting, plot, conflict/problem, climax, resolution/solution, conclusion, rising action, falling action, dialogue, theme, point of view, first person, third person omniscient, third person limited, genre, context clues, annotate, characterization</p>
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Standards:

**CCS.ELA-Literacy.RL.6.1**

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**CCS.ELA-Literacy.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.**

**CCS.ELA-Literacy.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.**

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.RL.6.6**

**Explain how an author develops the point of view of the narrator or speaker in a text.**

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.A

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.

CCS.ELA-Literacy.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

Students will know:

Short stories incorporate the elements of fiction; plot and character are developed within a text; the importance of correctly citing text evidence to support analysis of text, meaningful text annotation contributes to comprehension of the text

Students will be able to:

Identify the elements of fiction in a short story; describe the development of plot and character within a text; cite text evidence to support analysis of text; annotate a text in a meaningful way

Assured Summative Assessments:

On-demand reading assessment: Students will read, annotate, and respond to a given selection, applying strategies as practiced in earlier class activities to demonstrate comprehension of the text.

Common Formative Assessments:

Reader's Notebook

Texts/Materials:

Cisneros, Sandra. "The House on Mango Street"

Haddix, Margaret Peterson. *Among the Hidden*

Jimenez, Francisco. "The Circuit"

Namioka, Lensey. "The All American Slurp"

Paulsen, Gary. "Woodsong"

Tan, Amy. "Fish Cheeks"

Literary Text IAB

**Trimester 1**

Unit 2: Novel Study: Discovering Tools of Analysis

<p>Time frame :</p> <p>5 weeks</p>	<p>Essential Questions:</p> <p>How does an author develop plot and character within a text?</p> <p>How can I use evidence from the text to support my understanding?</p> <p>How can readers summarize chapters of a text in order to support their comprehension?</p>	<p>Big Ideas:</p> <p>Authors develop plot and character within a text through the use of craft techniques including dialogue, description, imagery, and figurative language.</p> <p>Readers select meaningful and relevant evidence from the text in order to support analysis and understanding.</p> <p>Readers distinguish between important and unimportant details within a text in order to write a concise summary.</p>	<p>Vocabulary:</p> <p>contemporary fiction, historical fiction, science, fiction, fable, myth, traits, motivations, static character, dynamic character, setting, conflict, episode, suspense, flashbacks, dialogue, central idea, theme, point of view, narrator, first-person, third-person omniscient, third-person limited, context clues, characterization, summary</p>
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Standards:

**CCS.ELA-Literacy.RL.6.1**

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**CCS.ELA-Literacy.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.**

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.RL.6.6**

**Explain how an author develops the point of view of the narrator or speaker in a text.**

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b

Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c

Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).



CCS.ELA-Literacy.L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know:

a summary of a text includes only important, relevant details from the text; the importance of correctly citing text evidence to support analysis of text

Students will be able to:

summarize texts; identify key elements of fiction; describe the development of plot and character within a text; correctly cite text evidence to support analysis of text; apply strategies for determining theme

Assured Summative Assessments:

Text response: In paragraph form, students will summarize a section of a text and answer one of the unit essential questions.

Common Formative Assessment:

Reader's Notebook Entry

Texts/Materials:

"Grade 6, Lesson 1: Fiction." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

**Haddix, Margaret Peterson . *Among the Hidden*. New York: Simon & Schuster, 2000**

Reader's Notebook

On-going vocabulary study materials

**TRIMESTER 2**

**Unit 3: Discovering Elements of Drama**

<p>Time frame:</p> <p>2-3 weeks</p>	<p>Essential Questions:</p> <p>To what extent are people capable of changing themselves and the world around them?</p> <p>How do the key features of a play differ from the key features of other genres of literature?</p>	<p>Big Ideas:</p> <p>People are capable of changing themselves and the world around them.</p> <p>Key features of a play differ from the key features of other genres of literature.</p>	<p>Vocabulary:</p> <p>cast of characters, act, scene, setting, dialogue, stage directions, setting, plot, exposition, rising action, climax, falling action, resolution, characters, figurative language, hyperbole, metaphor, simile, pun, allusion, antiquated language, denotation, connotation</p>
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Standards:

CCS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b

Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c

Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCS.ELA-Literacy.L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know:

the features of dramatic text; figurative language and denotative and connotative meaning can be recognized in text; text evidence must be cited correctly in order to support analysis of text; strategies for determining the theme of a story; various media of a text may be compared and contrasted.

Students will be able to:

identify the features of dramatic text; analyze figurative language and denotative and connotative meaning; cite text evidence to support analysis of text; apply strategies for determining theme; compare and contrast various media of a text.

Assured Summative Assessments:

Text response: In paragraph form, students will answer the essential question: To what extent are people capable of changing themselves and the world around them?

Common Formative Assessments:

Reader's Notebook

Texts/Materials:

*A Christmas Carol by Charles Dickens (adapted)*

*A Christmas Carol*. Dir. Robert Zemeckis. Perf. Jim Carrey and Steve Valentine. Disney, 2010. Film

"Inside Insights: A Christmas Carol" article

"Grade 6, Lesson 3: Drama." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

Informational Text IAB

On-going vocabulary study materials

**Trimester 2**

**Unit 4: Informational Texts: Discovering the Power of Nonfiction**

<p>Time frame : 4-5 Weeks</p>	<p>Essential Questions:</p> <p>How do I determine the author’s purpose of an informational text?</p> <p>How do elements of nonfiction impact our understanding of a text?</p> <p>How does text structure support and enrich meaning in multiple genres of nonfiction?</p>	<p>Big Ideas:</p> <p>Readers determine the author's purpose through analysis of language, structure and craft.</p> <p>Elements of nonfiction impact our understanding of a text</p> <p>Text structure supports and enriches the meaning in multiple genres of nonfiction</p>	<p>Vocabulary:</p> <p>biography, essay, speech, textbook, letters and journals, article, central idea, supporting details, inferences, point of view, transitions, text structure, chronological, sequential, compare and contrast, problem and solution, cause and effect, question and answer, spatial, base word, affix, prefix,suffix, synthesize, summarizing, academic vocabulary, historical fiction, science fiction, literary nonfiction, biographies, autobiographies, memoirs, synonyms, antonyms</p>
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**Standards:**

CCS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.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.



CCS.ELA-Literacy.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).

CCS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**CCS.ELA-Literacy.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.**

**CCS.ELA-Literacy.RI.6.8**

**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.**

CCS.ELA-Literacy.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).

CCS.ELA-Literacy.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.

Students will know:

informational texts vary in structure and organization; strategies for determining the central idea of a work; correctly citing text evidence will support the analysis of a text.

Students will be able to:

describe the characteristics of various informational texts, including their various structures, analyze key details in informational texts, determine the central idea of a work, cite text evidence to support analysis of a text

Assured Summative Assessments:

On-demand Nonfiction Passage Response: Students will answer the essential question as it applies to nonfiction text

Common Formative Assessment:

Reader's Notebook Entries

Texts/Materials:

Grade 6, Lesson 5 Articles. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

Grade 6, Lesson 9 Analyzing Informational Texts. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

Grade 6, Lesson 10 Comparing Texts Across Genres. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

Teacher Selected nonfiction selections, *Prentice Hall Anthology: Literature and Literacy*, Penguin Edition . Print

Selected Nonfiction selections:

Filipovich, Zlata "Zlata's Diary"

Herriot, James "Market Square Dog"

Ongoing Vocabulary Study

**Trimester 2**

**Unit 5: Literary Essay: Discovering One’s Journey to Change**

<p>Time frame :</p> <p>4-5 weeks</p>	<p>Essential Questions:</p> <p>How can readers determine the theme of a short story?</p> <p>How can I generate a strong claim and organize relevant supporting evidence to analyze a character’s trait in a story?</p>	<p>Big Ideas:</p> <p>Readers read with purpose to determine the overall message of a story.</p> <p>Readers analyze a character’s action and words to determine a trait in order to write a clear claim with supporting evidence.</p>	<p>Vocabulary:</p> <p>theme, compare and contrast, plot, setting, point of view, author’s style, synonym, antonym, claim, trait</p>
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Standards:

**CCS.ELA-Literacy.RL.6.1**

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

**CCS.ELA-Literacy.W.6.1.b**

**Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

<p>Establish and maintain a formal style.</p> <p>CCS.ELA-Literacy.W.6.1.e</p> <p>Provide a concluding statement or section that follows from the argument presented.</p>
<p>Students will know:</p> <p>theme is the overall message of a story; authors use various skills and techniques to develop characters within a short story; readers can apply various strategies in order to comprehend character development; correctly citing text evidence supports analysis of a literary text</p>
<p>Students will be able to:</p> <p>determine the theme of a short story, analyze character development and theme within a short story; identify character traits and locate examples within the text; apply strategies for character analysis; cite text evidence to support analysis of a literary text</p>
<p>Assured Summative Assessments:</p> <p>Students will write a literary essay incorporating theme and/or character analysis to bring to publication.</p>
<p>Common Formative Assessment:</p> <p>Strand 1 Review ” <i>English Language Arts Common Core Performance Coach</i>. Chicago: Triumph Learning, 2015 Print</p> <p>Reader’s Notebook</p>
<p>Texts/Materials:</p> <p>“Grade 6, Lesson 4: Analyze Literature.” <i>English Language Arts Common Core Performance Coach</i>. Chicago: Triumph Learning, 2015 Print</p> <p>Selected Short Stories:</p> <p>Bambara, Toni Cade. “Raymond’s Run.</p> <p>Gish, Jen “The White Umbrella”</p> <p>Henry, O. “The Gift of the Magi”</p> <p>Hughes, Langston. “Thank You M’am”</p> <p>Mohala, “Chura and Marwe.”</p>

Saroyan, William "Gaston"

Ongoing Vocabulary Study

**TRIMESTER 3**

Unit 6: Novel Study: Discovering Capabilities and Developing Confidence

<p>Time frame:</p> <p>8 weeks</p>	<p>Essential Questions:</p> <p>How does the conflict of a story reveal a character’s strengths and talents?</p> <p>How does the author's craft contribute to the meaning of a text?</p>	<p>Big Ideas:</p> <p>By analyzing the conflict of a story, readers can identify ways in which characters problem-solve in dealing with obstacles in life.</p> <p>The author's tone, word choice, point of view, and figurative language can lead readers to a deeper understanding of the text.</p>	<p>Vocabulary:</p> <p>setting, plot, exposition, rising action, climax, falling action, resolution, characters, conflict, tone, word choice, point of view, author’s craft, figurative language</p>
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Standards:

**CCS.ELA-Literacy.RL.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.**

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.A

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.

CCS.ELA-Literacy.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



CCS.ELA-Literacy.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**CCS.ELA-Literacy.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 1 and 3 for specific expectations.)

**CCS.ELA-Literacy.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.**

Students will know:

figurative language and connotative meaning are found in texts; tone, word choice, and point of view impact meaning of the text; characters change as a result of conflict

Students will be able to:

identify figurative language and connotative meaning; understand the impact of tone, word choice, and point of view on meaning; analyze how the

conflict contributes to the overall plot in a story

Assured Summative Assessments:

Text Response: students will answer one of the chapter's essential questions

Common Formative Assessments:

Strand 2 Review " Grade 6 *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

Reader's Notebook

Texts/Materials:

*Grade 6 English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015 Print

L'Engle, Madeline. *A Wrinkle in Time*. New York: Square Fish, 2007 Print

Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 2014 Print

**Trimester 3**

Unit 7: Book Clubs: Discovering the Strength that Lies Within

<p>Time frame :</p> <p>5 weeks</p>	<p>Essential Questions:</p> <p>How does one positively impact oneself and others?</p> <p>How does collaboration impact our learning and communication with one another?</p>	<p>Big Ideas:</p> <p>People use their strengths and abilities to impact themselves and the world around them.</p> <p>Collaboration impacts our learning by coming to the discussion prepared; drawing on evidence from the text, and reflecting on ideas of others</p>	<p>Vocabulary:</p> <p>characters, setting, plot, dialogue, theme, point of view, first person, third person omniscient, third person limited, genre, collaboration</p>
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Standards:

CCS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.6.8

(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCS.ELA-Literacy.SL.6.1.a**

**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.**

CCS.ELA-Literacy.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.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.

**CCS.ELA-Literacy.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.**

CCS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Students will know:

successful collaborative reading groups develop procedures and protocols

Students will be able to:

develop procedures and protocols for successful collaborative reading groups; participate in collaborative reading groups; complete an oral presentation to supplement collaborative reading groups; identify and discuss ways in which one's strengths and abilities can impact others and the world

Common Formative:

Reader's Notebook

Assured Summative Assessments:

Technology Application: Students will create projects utilizing appropriate technology application, and present to their peers.

Texts/Materials:

*Book club selections:*

Anderson, Laurie Halse. *Chains*.

Anderson, Laurie Halse. *Fever 1793*

Avi. *The True Confessions of Charlotte Doyle*

DuPrau, Jeanne. *City of Ember*

Paulsen, Gary. *Hatchet*

Nielsen, Jennifer. *A Night Divided*.

Hesse, Karen. *Out of the Dust*.

Woodson, Jacqueline *Harbor Me*

Lai, Thanhha *Inside Out and Back Again*

Taylor, Theodore. *The Cay*.

Ongoing Vocabulary Study