

WEYMOUTH TOWNSHIP ELA CURRICULUM Overview Page /Pacing Guide

Content Area: ELA

Course Title: Reading and Writing Units of Study

Grade Level: 6

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7 RI: 6.1, 6.2, 6.4 L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 W: 6.3, 6.4, 6.5, 6.9, 6.10 SL: 6.1, 6.4, 6.6	<p>*reviewing parts of speech prior (noun/verb/adjective/adverb/article)</p> <p>Grammar: <i>Unit 1: Sentences</i></p> <p>Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly. <i>Unit 5: Capitalization, punctuation, and spelling mechanics:</i> Writing sentences, capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused</p> <p>Reading Workshop Reading Workshop: <i>Getting Back into Independent Reading: Building a reading life or Launching the Readers Workshop</i> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop, and determine reading goals and preferences. The unit encourages students</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Write your own (multiple types of) sentences ● Combining sentences (simple/compound, complex) ● Capitalize, punctuate, and spell correctly (including titles) ● Revising sentences (fragments, run-on) ● Apply the basic skills of spelling, capitalization, and punctuation properly to their writing ● Using commas with restrictive and nonrestrictive elements ● Using colons and semi-colons ● Writing letters and emails ● Connect with main characters while analyzing their POV ● Create a community by 	<p>9/18/23-11/8/23</p> <p>Approximately 37 days</p> <p>*Reading Workshop- 10 to 15 days</p>

		<p>to become active readers by “noticing and noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.</p> <p>Writing Workshop</p> <p><i>Personal Narrative</i> (Book 1) Focus on enhancing personal narrative writing by incorporating all the skills learned in prior years. Bend 1: Students will study samples of writing and discuss what makes the writing successful. They will also be given the opportunity to assess their writing pieces using the narrative checklist and will then set their own personal writing goals for the unit. Bend 2: Focuses on choosing a seed idea that students will develop into a personal narrative story. Students will use time lines to experiment with their writing as they try out different ways to begin and end their stories. Students will ask themselves, "What do I want my reader to know and feel?"</p>	<p>sharing, critiquing, analyzing book recommendations</p> <ul style="list-style-type: none"> ●Empathize with character conflicts ●Follow the plot to identify the tension in the story ●Set goals to strengthen their talk about books ●Select just right books after determining reading needs, interest, and purpose ●Use reading tools, graphic organizers, and conversation to identify central ideas and character attributes ●Recognize scenes as building blocks of a story~ connected through narration ●Generate ideas and entries in their writer’s notebook ●Incorporate a variety of figurative language ●Compose a resolution consistent with the theme and narrative thrust of the story ●Compose narratives with a clear and logical narrative arc from beginning to end ●Develop a clear narrative voice as well as distinct, developed, and evolving characters ●Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events 	
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			<ul style="list-style-type: none">●Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.●Write every day toward the completion of their narratives.	
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<p>Unit 2</p>	<p>RL: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7 RI: 6.1, 6.2, 6.4 L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 W.6.3, W.6.4, W.6.5, W.6.9, W.6.10 SL.6.1, SL.6.4, SL.6.6</p>	<p>Grammar: Unit 2 Parts of Speech : Understanding the different parts of speech forms the foundation of language comprehension, communication, and effective writing. Improves communication, enhances writing skills, expand vocabulary, encourages analytical and critical thinking</p> <p>RW: A Deep Study of Character (Book 1) Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take more charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.</p> <p>WW: Personal Narrative (Book 1) continued:Focus on enhancing personal narrative writing by incorporating all the skills learned in prior years. Bend 1: Students will study samples of writing and discuss what makes the writing successful. They will also be given the opportunity to assess their writing pieces using the narrative checklist and will then set their own personal writing goals for the unit. Bend 2: Focuses on choosing a seed idea that students will develop into a personal narrative story. Students will use time lines to experiment with their writing as they try out different ways to begin and end their stories. Students will ask themselves, "What do I want my reader to know and feel?"</p> <p>Bend 3: Students will respond to narrative story prompts, writing articulate, descriptive, coherent stories with figurative language and dialogue.</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Kinds of nouns ● Kinds of pronouns. ● Read with purpose and understanding ● Main verbs/auxiliary verbs ● Verbs: Tenses and Progressive ● Adjectives/Adverbs ● Prepositions and interjections ● Coordinating/subordinating/correlative conjunctions ● Expect characters to be complicated ● Revise your thinking in the face of new evidence ● Look at character's less likeable sides ● Know that some traits matter more than others because they affect the rest of the story ● Consider the pressures exerted on characters ● Reflect on the characters and the story again, after you read the ending ● Incorporate a variety of figurative language ● Compose a resolution consistent with the theme and narrative thrust of the story ● Compose narratives with a clear and logical narrative arc from beginning to end ● Develop a clear narrative voice as well as distinct, developed, and evolving characters ● Use a variety of transition words, phrases, and clauses to 	<p>11/13/23-1/19/24</p> <p>Approximately 39 days</p>
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			<p>convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p> <ul style="list-style-type: none"> ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Write every day toward the completion of their narratives. 	
Unit 3	<p>RI: 6.1, 6.2, 6.3, 6.4, 6.7 L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, W.6.7, W.6.8, W.6.9, W.6.10 SL.6.1, SL.6.4, SL.6.6</p>	<p>Grammar: <i>Unit 3: Usage:</i> Proper usage ensures clear and effective communication. Without understanding grammar rules, sentences may become ambiguous or confusing, leading to misinterpretations and misunderstandings</p> <p>RW: <i>Tapping the Power of Nonfiction</i> Students will navigate nonfiction chapter books in book clubs with an emphasis on discerning central ideas. ~ Students will investigate topics with research groups, and synthesize across texts on that topic.</p> <p>WW: <i>Researched Based Information Writing (Book 3)</i> Students take on nonfiction topics, students will take a new direction in their writing, choosing topics on which they will relate factual information based on research that they carry out themselves. Students will learn and apply various organizational structures for their essays, such as sequence of events, comparison and contrast, problem and solution, and cause and effect. Stress the importance of evidence and attribution. Students will also develop an understanding of what makes sources reliable and authoritative. Additionally, students will understand that sources merely provide</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Words often confused (their/there, its/it's...) ● Irregular verbs (fly, run, swim) ● Avoiding extra pronouns ● Pronoun-antecedent agreement ● Correcting vague pronouns ● Orient to a nonfiction text by reviewing table of contents and front cover ● Determining possible central ideas by locating details across the text and thinking how the parts fit together ● Revise central ideas after noticing new details ● Notice how authors embed stories in text to support central ideas 	<p>1/22/24-3/15/24</p> <p>Approximately 39 days</p>

		<p>fragmentary facts; it is up to a writer to add his or her own synthesis in order to give body and continuity to the written piece.</p>	<ul style="list-style-type: none"> ● Attribute information presented in writing back to its source. ● Compose thorough, organized research-based essay that conveys facts and ideas and attributes research back to its sources ● Evaluate the authority of a source and assess the source for bias ● Assist and receive assistance from peers in developing ideas, ● Use evidence to back of literary analysiswriting, revising, and editing ● Include a clear introduction, an ample body, and a thorough conclusion in an essay 	
Unit 4	<p>RL: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7 6.9 RI: 6.1, 6.2, 6.4 L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 W.6.3, W.6.4, W.6.5, W.6.9, W.6.10 SL.6.1, SL.6.4, SL.6.6</p>	<p>Grammar: <i>Unit 4: Grammar</i> Advancing grammar skills RW: <i>Social Issues</i> (Stand alone book) Provide students with an introduction to critical literacy as readers read with the critical lens of social issues to think deeply about how power, relationships, and perspective help to shape a narrative's themes. Through the social structure of the book clubs, students will enact a variety of methods to engage in collaborative intellectual discussion and work. The reading work developed across the unit will act as a foundation for the</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Subject/object pronouns ● Pronouns in pairs ● Using who/whom ● Forms of be ● Subject verb agreement ● Verbs and compound subjects ● Avoiding inappropriate verb shifts ● Comparing with adjectives/adverbs 	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

		<p>writing work to be completed in the Literary Essays: From Character to Compare Contrast unit of study.</p> <p>WW: <i>The Literary Essay</i> (Book 2) Students will comment on and analyze works that they have read. Literary essays will follow standard writing conventions and the structure of a formal, academic essay, and students will base their observations and extensions on instances and evidence from the texts they read. Literary essays should reflect not merely an understanding of the literature that students read, but also of literary conventions and elements in general. Very importantly, each student's writing must reflect a genuine curiosity about literature and its reflection of human truths and experience.</p>	<ul style="list-style-type: none"> ● Negatives ● Expanding and combining sentences ● Analyze how a particular chapter or moment within the text contributes to the development of the plot, theme, and social issues present ● Analyze how perspective influence narrative elements and thematic meaning ● Cite textual evidence to support literal and inferential interpretation ● Identify power dynamics within the text ● Compare and contrast power dynamics over time to observe change ● Define social issue, power, unfairness, power relationship, pressure, and perspective <ul style="list-style-type: none"> ● Distinguish a narrative's perspective and POV ● Examine many sides of a topic ● Analyze the transformation of dynamic characters in literature ● Discern the theme or central idea of a literary text and analyze its development ● Interpret on both literal and inferential levels ● Use evidence to back up literary analysis ● Use appropriate transitions to optimize continuity 	
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Date Created:	KM~ July 2023			
Board Approved on:				

Content Area: English Language Arts
Unit Title: Unit 1 -Literature Fiction: Deep Study of Characters/Narrative
Target Course/Grade Level: 6 th
<p>Unit Summary :</p> <p>Unit 1 explores the required skills for the successful comprehension of fictional reading in a variety of forms. Descriptive, narrative, and speculative writing tasks are constructed effectively through the writing process. Portfolio development begins in this unit and continues throughout the year.</p> <p>Primary Interdisciplinary Connections:</p> <p>Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p>

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
	READING:LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
	READING : LITERATURE – Craft and Structure
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.
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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
	WRITING – Text Types and Purposes
W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
	WRITING – Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.
	WRITING – Range of Writing
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
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. 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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

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.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
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.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE –Conventions of Standard English
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
	LANGUAGE- Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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.

	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	21ST CENTURY LIFE AND CAREERS STANDARDS
9.1.8	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in fiction? • How does discussion improve understanding of fictional works? • How can descriptive writing empower me? • Why do I study different styles of writing? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • Discussion of fictional works is an effective means of conveying ideas. • Writing is a mechanism to express thoughts and feelings. • Studying different styles of writing can influence and writer’s craft. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.

<ul style="list-style-type: none"> ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Literary elements and techniques of different genres of fiction. ● The benefits of organized and guided discussion. ● A variety of reading comprehension strategies. ● Descriptive writing strategies. ● Various styles of writing. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and analyze literary elements and techniques in different genres of fiction. ● Participate in group discussion and provide thoughtful insight into fictional works. ● Apply effective writing strategies in descriptive, narrative, and speculative writing. ● Recognize that an author's style and purpose are connected. ● Apply a variety of reading comprehension strategies. ● Apply the conventions of Standard English grammar and usage when writing or speaking.

Formative Assessments	
<ul style="list-style-type: none"> ● Journal ● Class discussion ● Teacher observations ● Do-nows ● Exit cards ● Projects ● Literature circles ● Graphic organizers ● Multiple choice tests ● Timed readings 	<ul style="list-style-type: none"> ● Reader/writer workshops ● Rubric assessments ● Peer editing ● Portfolio Reflection process/Self evaluation ● Teacher conferences ● Pair and share activities ● Cooperative learning groups ● Literature responses/readers' notebook ● Open-ended questions ● Note-taking
Summative Assessments	
<ul style="list-style-type: none"> ● Novel/unit projects 	

<ul style="list-style-type: none"> ● End of unit assessments ● State assessments 																									
<p><u>21st Century Life and Career Skills</u></p> <table border="1"> <tr> <td>X</td> <td>CRP1. Act as a responsible and contributing citizen and employee.</td> </tr> <tr> <td>X</td> <td>CRP2. Apply appropriate academic and technical skills.</td> </tr> <tr> <td></td> <td>CRP3. Attend to personal health and financial well-being.</td> </tr> <tr> <td>X</td> <td>CRP4. Communicate clearly and effectively and with reason.</td> </tr> <tr> <td>X</td> <td>CRP5. Consider the environmental, social and economic impacts of decisions.</td> </tr> <tr> <td>X</td> <td>CRP6. Demonstrate creativity and innovation.</td> </tr> <tr> <td></td> <td>CRP7. Employ valid and reliable research strategies.</td> </tr> <tr> <td>X</td> <td>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</td> </tr> <tr> <td>X</td> <td>CRP9. Model integrity, ethical leadership and effective management.</td> </tr> <tr> <td>X</td> <td>CRP10. Plan education and career paths aligned to personal goals.</td> </tr> <tr> <td>X</td> <td>CRP11. Use technology to enhance productivity.</td> </tr> <tr> <td>X</td> <td>CRP12. Work productively in teams while using cultural global competence.</td> </tr> </table>		X	CRP1. Act as a responsible and contributing citizen and employee.	X	CRP2. Apply appropriate academic and technical skills.		CRP3. Attend to personal health and financial well-being.	X	CRP4. Communicate clearly and effectively and with reason.	X	CRP5. Consider the environmental, social and economic impacts of decisions.	X	CRP6. Demonstrate creativity and innovation.		CRP7. Employ valid and reliable research strategies.	X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	X	CRP9. Model integrity, ethical leadership and effective management.	X	CRP10. Plan education and career paths aligned to personal goals.	X	CRP11. Use technology to enhance productivity.	X	CRP12. Work productively in teams while using cultural global competence.
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Special Education/IEP	504																								
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides	Extended time for assignments Frequent breaks Sign agenda book daily Study guides																								

Small group instruction	Graphic organizers	
ELL	Gifted & Talented	
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice	
I&RS/At Risk Alternative Assessments Goal Setting with Students Homework Options Frequent Breaks Tests Read Alouds	Cooperative Learning Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product Flexible Grouping	
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:		
<ul style="list-style-type: none"> ● Books on tape ● Video clips ● Writing rubrics (NJ Holistic and/or 6+1 Traits) ● Teacher-created materials ● Reading and writing workshop programs supported by district ● Technology including computers, SmartBoards, Webquests, etc. ● Textbooks ● MLA Resources 		
Teacher Notes:		
<ul style="list-style-type: none"> ● Infuse various literary genres throughout this unit. ● Start a writing portfolio for each student. ● The following foundational skills should be developed continuously throughout the year: <ul style="list-style-type: none"> Reading: <ul style="list-style-type: none"> ○ Make use of schema ○ Reread for clarification 		

- o Seeking meaning of unknown vocabulary
- o Make and revise predictions
- o Draw conclusions
- o Make connections: text to text, text to self, text to world

Writing

- o Use written and oral English appropriate for various purposes and audiences.
- o Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- o Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

SUGGESTED READING STRATEGIES TO INCORPORATE AS NEEDED

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: Unit 2 - Informational Reading: Tapping into Power of Nonfiction/ Researched Based Informational Writing

Target Course/Grade Level: 6th

Unit Summary :

Unit 2 explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Persuasive writing tasks are constructed effectively through the writing process. Portfolio development continues in this unit.

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
	READING: LITERATURE - Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	READING: LITERATURE – Craft and Structure
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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
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.
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).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
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.
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.
	WRITING- Text Types and Purposes
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING - Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.
	WRITING - Range of Writing
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
	SPEAKING AND LISTENING- Comprehension and Collaboration
SL.6.1a	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. 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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
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.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE –Conventions of Standard English
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
	LANGUAGE- Knowledge of Language

L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	21st CENTURY LIFE AND CAREER STANDARDS
9.1.8	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Unit Essential Questions	
Unit Enduring Understandings <i>Students will understand that...</i>	

<ul style="list-style-type: none"> ● How do examples of everyday text demonstrate an author’s use of persuasion to influence an audience? ● How can reading examples of persuasive articles, advertisements, and everyday text influence our own writing? ● How does word choice enable an author to effectively persuade an audience? ● How do effective writers express themselves? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<ul style="list-style-type: none"> ● Authors use persuasive strategies to influence an audience. ● Authors read a variety of texts to learn effective persuasive techniques and strategies. ● An author will use a variety of word choice strategies to influence an audience. ● Writers express themselves through a variety of figurative language techniques. ● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use graphic organizers ● Persuasive strategies to influence an audience. ● Persuasive word choice techniques. ● A variety of reading comprehension strategies. ● Figurative language techniques. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Select and complete graphic organizers for persuasive writing. ● Utilize persuasive strategies in their writing. ● Recognize and apply effective persuasive techniques and strategies through reading a variety of texts. ● Compare and contrast a variety of word choice techniques to enhance persuasive writing. ● Defend their points of view by constructing a persuasive argument. ● Apply a variety of reading comprehension strategies. ● Apply the conventions of Standard English grammar and usage when writing or speaking.

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 3 -Nonfiction/Literature: Social Issues/Literary Essay	
Target Course/Grade Level: 6 th	
Unit Summary : Unit 3 explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Informative and explanatory writing tasks are constructed effectively through the writing process. Portfolio development continues in this unit.	
Learning Targets	

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	READING LITERATURE – Craft and Structure
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.
	READING: INFORMATIONAL TEXT- Key Ideas and Details
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
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.
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.
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).
	WRITING – Text Types and Purposes

W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING- Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.
	WRITING – Research to Build and Present Knowledge
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.
	WRITING – Range of Writing
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
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. 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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
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.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
	LANGUAGE – Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	21ST CENTURY LIFE AND CAREERS STANDARDS	
9.1.8	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
9.3.8	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Unit Essential Questions <ul style="list-style-type: none"> • What is plagiarism? • What elements of informative and explanatory writing effectively communicate ideas? • How do you recognize a credible source? • Why conduct research? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • There is a difference between paraphrasing and summarizing. • Using evidence develops credibility. • Before arriving at a conclusion, several resources must be evaluated to determine evidence and support. • In a collaborative group, members listen actively, pose thoughtful questions, acknowledge the ideas of the others, and contribute ideas to further the group's attainment of an objective. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • How to create a citation for a reference. • How to effectively participate in a collaborative group. • How to recognize and determine a credible source. • The value of research. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Create a citation for a reference. • Collaborate effectively in a group to exchange ideas. • Recognize the difference between credible and non-credible sources. • Interpret information presented in diverse Medias and formats and explain how it contributes to a topic. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking. 	

<p style="text-align: center;">WEYMOUTH TOWNSHIPLANGUAGE ARTS CURRICULUM Unit Overview</p>
<p>Content Area: English Language Arts</p>
<p>Unit Title: Unit 4 - Skill Review: Reading and Writing Literature: Poetry</p>
<p>Target Course/Grade Level: 6th</p>

Unit Summary :	
Unit 4 is comprised of a review of reading and writing skills. It explores the required skills for the successful comprehension of poetry. Portfolio development continues in this unit.	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
	READING: LITERATURE – Craft and Structure
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.
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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
	READING: LITERATURE – Integration of Knowledge and Ideas
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.
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.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.
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).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
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.
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.
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).
	WRITING – Text Types and Purposes
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.

W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
	WRITING – Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.
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
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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.

	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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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.
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas
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.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.

	LANGUAGE - Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	21ST CENTURY LIFE AND CAREER STANDARDS
9.1.8	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The literary elements used in poetry. ● Inductive and deductive reading strategies. ● A variety of reading comprehension strategies. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use the literary elements used in poetry. ● Analyze and evaluate a text using inductive and deductive reading strategies. ● Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. ● Apply the conventions of Standard English grammar and usage when writing or speaking.
<p>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>	
<p>SEE UNIT ONE</p> <p>TEACHER NOTES:</p>	
<p>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Unit Overview</p>	
<p>Content Area: English Language Arts</p>	
<p>Unit Title: Unit 5 - Literature: Folk Tales, Legends, Myths, Dramas, and Reflective Writing</p>	
<p>Target Course/Grade Level: 6th</p>	
<p>Unit Summary : Unit 5 explores the required skills for the successful comprehension of folk tales, legends, myths and dramas. Reflective writing tasks are constructed effectively through the writing process. Portfolio development is completed in this unit</p>	

Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
	READING: LITERATURE – Craft and Structure
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.
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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
	READING: LITERATURE – Integration of Knowledge and Ideas
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.
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.
	READING: LITERATURE – Range of Reading and Level of Text Complexity
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.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	WRITING – Text Types and Purposes
W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
	WRITING – Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.
	WRITING – Range of Writing
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
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. 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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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.
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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.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are literary elements used in folk tales, legends, myths, and dramas? ● How can we learn to appreciate our similarities and differences through literature? ● How can reading a variety of materials broaden your understanding of the world and self? ● How does reflection make me a better writer? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Authors use literary elements and techniques to enhance their writing. ● Similarities and differences in works of fiction mirror similarities and differences in real life. ● People bring their own cultural identities, beliefs, and traditions into everyday encounters. ● Writing is a multi-step process that authors employ in order to produce a quality piece of work. ● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Literary elements and techniques of different genres of folk tales, legends, myths, and dramas. ● Similarities and differences exist in literature regardless of age or ethnicity. ● A variety of reading comprehension strategies. ● The more you read the better reader you become. ● That self editing through proofreading and revising helps to improve their craft. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and analyze literary elements and techniques in folk tales, legends, myths, and dramas. ● Evaluate their own similarities and differences in comparison with characters in literature. ● Read a wide range of literature by different authors, and from many time periods, cultures, and genres to build an understanding of the human experience. ● Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. ● Formulate a published piece of writing. ● Apply the conventions of Standard English grammar and usage when writing or speaking. 	

WEYMOUTH TOWNSHIP SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
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SEE UNIT ONE

TEACHER'S NOTES:

