

**English Language Arts
Grade 6**

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School



**Course Name: ELA
Grade: 6**

Board Approved: DATE OF BOARD APPROVAL

*All curriculum is aligned with the NJSEL in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.4 RI.6.4	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6

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	<p>RL.6.5 RI.6.5</p> <p>RL.6.6 RI.6.6</p>			
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Informational/Explanatory • Literary Analysis • Research • Routine Writing 	<p>Task Types:</p> <ul style="list-style-type: none"> • Small and whole group discussions 	<p>These standards are embedded within the writing process</p>
<u>Unit 2</u>	<p>Primary Focus Standards:</p> <p>RL.6.1 RI.6.1</p> <p>RL.6.2 RI.6.2</p> <p>RL.6.6 RI 6.3</p> <p>RI.6.4</p> <p>RI.6.5</p> <p>RI.6.6</p> <p>RI.6.7</p> <p>RI 6.8</p> <p>RI. 6.9</p>	<p>Primary Focus Standards:</p> <p>W.6.1A,B,C,D,E</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p> <p>Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.6.1A,B,C,D</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p>	<p>Primary Focus Standards:</p> <p>L.6.1B,E</p> <p>L.6.2A,B</p> <p>L.6.3A,B</p> <p>L.6.4A,C,D</p> <p>L.6.5B</p> <p>L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Research • Arguments • Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Discuss, analyze and present effectiveness of media messages in small groups and whole class 	<p>These standards are embedded within the writing process</p>

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<p><u>Unit 3</u></p>	<p>Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.6 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL. 6.9</p>	<p>Primary Focus Standards: W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6</p>	<p>Primary Focus Standards: L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Narrative ● Literary Analysis ● Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Project-based presentations focusing on use of multimedia and visual displays 	<p>These standards are embedded within the writing process</p>
<p><u>Unit 4</u></p>	<p>Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.3 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6 RL.6.10 RI. 6.10</p>	<p>Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.5 SL.6.6</p>	<p>Primary Focus Standards: L.6.1E L.6.2A,B L.6.3A,B L.6.4A,B,C,D L.6.6</p>

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	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research • Informative and Explanatory • Routine Writing 	Task type: <ul style="list-style-type: none"> • Socratic Seminars and Debates 	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> • Close In on Close Reading • How To Close Reading Video • Teaching Channel: Thinking Notes Strategy For Close Reading • Common Core Reading Strategies Informational Text • Writing Summary • Summary-Nonfiction Text • YouTube Reading Lessons Middle School • Common Core Strategies • Teaching Reading • Close Reading Model Lessons • Literary Analysis • Teaching Theme • Teaching Theme (video) • Character Analysis • Teaching Vocabulary 	Writing/Language <ul style="list-style-type: none"> • Evidence Based Arguments • Writing Resources by Strand • Argumentative Writing YouTube • Writing Exemplars - Argument/Opinion • Personal Narrative • PARCC Writing Resources • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Discussion, Planning and Questioning • Grammar • Purdue OWL Writing Lab • Writing a Book Summary 	Speaking & Listening <ul style="list-style-type: none"> • Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion • Strategies for Student Centered Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar 	Critical Thinking <ul style="list-style-type: none"> • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons

Unit 1 Grade 6

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning

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		<ul style="list-style-type: none"> ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to)
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.	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.	<ul style="list-style-type: none"> ● Determine the theme or central message ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text ● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
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	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author’s word choice ● Identify poetic devices used in text ● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.	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.	<ul style="list-style-type: none"> ● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope ● Recognize how form relates to function and how a part relates to a whole ● Distinguish between different text structures ● Identify part to whole and whole to part relationships ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text

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		<ul style="list-style-type: none"> Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> Identify various points of view Determine how the author develops the point-of-view of the narrator or speaker in the text Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader Determine how the author’s word choice helps develop the narrator or speaker’s point of view Evaluate the effectiveness of the author’s choice in point of view
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
<p>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.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<ul style="list-style-type: none"> Introduce a topic Compose a well-developed thesis statement Select appropriate text structures and text features for clarity Include formatting, graphics, and multimedia when useful to aid comprehension Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic Cite information correctly by following the proper format Transition between ideas and concepts using appropriate words and phrases Select specific vocabulary to inform about or explain the topic Consistently use a formal style Write a conclusion to bring all ideas to a close
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> Identify defining characteristics of different genres of writing Unpack a writing prompt Write for a specific purpose and audience Select an appropriate text structure or format for the task Use language that is precise and powerful to create voice Create a tone that is appropriate for one’s audience

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<p>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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
<p>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.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "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").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay

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<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>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.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>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.</p>	<ul style="list-style-type: none"> ● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly in writing

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<p>L.6.2.B. Spell correctly.</p>	
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns in reading ● Incorporate various sentence patterns to create style and voice in writing ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.A. 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.6.4.C. 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.6.4.D. 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).</p>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
<p>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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required

Unit 1: INTRODUCTION TO TEXT ANALYSIS

Rationale: The Introduction to Text Analysis unit is used to introduce students to the basics of literary study and informational reading strategies; we begin to identify important literary terminology and apply these skills to the texts we read. The unit is also used as a means of teaching relevant reading strategies, such as meta-cognition, text connections, and inferential reading, which will serve students in terms of navigating both literary and informational texts. [The selected works will “narrate history” by addressing topics from ancient history to race relations to 9/11 and will serve as models for students’ own thinking and writing.](#)

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<ul style="list-style-type: none"> • How does practicing the habits of a strong 6th grade reader (Active and close reading, reading stamina, discussing texts with peers, and citing evidence from the text) enhance my understanding of texts? How can these strategies empower me throughout my life? • How can I prepare for and engage effectively in high-quality, text-based discussions with my peers? • How can we draw conclusions about characters and analyze what motivates and changes them? • How do authors convey important themes, and how can I connect these to the world and my life? • What are common literary devices used across literature? • How can we connect the texts we read to our own lives? To our world? To other works of literature? • What are the elements of literature? How do we see them utilized in the stories we read? • What strategies can we employ to help us better comprehend the stories we read? • How do we draw inferences using details and examples from the text in fiction and nonfiction? • How does an author use reasons and evidence to support main ideas in a text? 	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • <i>Small & Whole group discussion</i> • <i>Pre-research planning (prewrite)</i> • <i>Thematic Statement Hashtags</i> • <i>Tone & Mood WKST</i> • <i>Comprehension Questions</i> • <i>Turn & Talk/Think-Pair-Share</i> • <i>Graphic organizers:</i> <ul style="list-style-type: none"> ○ <i>Text to text chart</i> ○ <i>Double entry chart for close reading</i> • <i>Document analysis questions</i> • <i>Paraphrasing/Quoting practice worksheets</i> • <i>Reading checks</i> • <i>Reading quizzes</i> • <i>Exit tickets</i> 	<ul style="list-style-type: none"> • <i>Literary Analysis Essay</i> • <i>Oral Presentation</i> • <i>Create videos</i> • <i>Create podcasts</i> • <i>Google Slideshow/Powerpoint</i> • <i>Newspaper Articles</i> • <i>Timeline</i> • <i>Final Reading Assessment</i> • <i>LinkIt!</i> • <i>Achieve 3000</i> • <i>MAP Testing</i>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying 2 - Developing 1 - Beginning</p>	<ul style="list-style-type: none"> • Sample alternate assessments: rather than demonstrate comprehension of literary/text analysis skills in a formal essay or written test, students will be given the opportunity to show their understanding through alternate products and modified forms of whole-class assignments, including Google Slides presentations, podcasts, student created videos, etc.
District/School Texts	District/School Supplementary Resources

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<ul style="list-style-type: none"> • <i>Maniac Magee - Jerry Spinelli</i> • <i>The Bully - Paul Langan</i> • <i>Nine, Ten: A September 11 Story - Nora Raskin</i> • <i>Anubis Speaks!: A Guide to the Afterlife by the Egyptian God of the Dead (Secrets of the Ancient Gods) - Antoine Revoy</i> • <i>A Wrinkle in Time - Madeleine L'Engle (novel)</i> • <i>Toolkit Texts Grades 6-7: Short Non-fiction (anthology) - relevant selections: "Egypt: The Gift of the Nile" and "Help Wanted in Ancient Egypt"</i> 	<p><i>Including but not limited to:</i></p> <p><i>Achieve 3000</i> <i>Newsela</i> <i>Mentor Texts</i> <i>Core Clicks</i> <i>Education City</i> <i>Journeys</i> <i>Think Central (online)</i> <i>Newsela - Thematic</i> <i>Common Lit</i> <i>Readworks</i> <i>MobyMax</i> <i>Study Island</i></p> <p>Movies: <i>Maniac Magee (Nickelodeon 2003)</i> <i>A Wrinkle in Time (2018)</i></p>
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District/School Writing Tasks

<p>Primary Focus:</p> <ul style="list-style-type: none"> • <i>Expository Writing</i> • <i>Literary Analysis Writing</i> • <i>Comparing Texts for Analysis</i> 	<p>Secondary Focus:</p> <ul style="list-style-type: none"> • <i>Short answer responses utilizing RACE and quote sandwich</i> • <i>4-square writing to organize pre-write</i> 	<p>Routine Writing:</p> <ul style="list-style-type: none"> • <i>Student journals</i> • <i>Use quick writes with reading selections to address individual feelings and concerns.</i> • <i>Double Entry Notes (Annotations) with reading and poetry selections.</i> • <i>Summarizations</i> • <i>Achieve 3000 Thought Questions</i> • <i>R.A.C.E. (Restate, Answer, Cite, Elaborate)</i>
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[Interdisciplinary Connections](#)

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

<p>Social Studies</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the</p>	<p>Science</p> <p>5.1.4.A.1 Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.</p>	<p>Visual and Performing Arts</p> <p>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
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<p>environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		
<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans</p>	<p>Technology</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>Health and Physical Education</p> <p>2.1.12 Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>2.2.12 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p>

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<p>with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of</p>	<p>8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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<p>external information or practices in their workplace situation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture</p>		
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<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		
Modifications and Accommodations		
<p>Special Education Students Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per IEP</p>	<p>English Language Learners Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>	<p>Students at Risk for Failure Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>
<p>Gifted and Talented Students Extended Research</p>	<p>Students with a 504 Plan Audio Books</p>	

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Presentation of Material to Class Writing to Person/Organization Choice Projects Lexile-Appropriate Differentiated Material	Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per 504	
Unit Duration: Instructional Days		
How long will the unit take to complete? 42 days		

Unit 2 Grade 6		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts ● Closely examine the text’s explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment’s new meaning ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details

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		<ul style="list-style-type: none"> ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) ● distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
	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).	<ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts. ● Identify the structure of a text ● Distinguish between different text structures ● Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text ● Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) ● Analyze how the text structure affects the relationships between individuals, ideas, or events. ● Analyze a writer’s style and presentation ● Determine the relationship between individuals, ideas, or events
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author’s word choice
	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.	<ul style="list-style-type: none"> ● Determine how individual elements of a work (section, chapter, etc.) contribute to a text’s overall scope ● Distinguish between different text structures ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section of the text ● Analyze the impact the specific section has on you, the reader ● Evaluate the effectiveness of the author’s choice to include this section
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted

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		<p>to an alternate point-of-view, including the effect of these changes on the reader</p> <ul style="list-style-type: none"> ● Determine how the author’s word choice helps develop the narrator or speaker’s point of view ● Evaluate the effectiveness of the author’s choice in point of view
	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.	<ul style="list-style-type: none"> ● Compare and contrast texts across various genres on the same theme or topic ● Gain a well-rounded perspective on issues presented in informational text ● Gather information from all media to assess and better understand how each is presented ● Interpret the meaning of text features, charts, graphs, etc ● Highlight information from articles and note-taking from live media to gain insight into the overall scope of an 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.	<ul style="list-style-type: none"> ● Evaluate data, arguments and claims in a text ● Distinguish those supported by evidence from those which are not ● Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported) ● Evaluate if there is enough evidence to support a particular claim within an informational text
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> ● Compare and contrast two author’s presentations of similar events ● Determine the similarities and differences of how information is presented depending on the “lens” through which it is being portrayed ● Make connections across different authors’ perspectives ● Explore the implications of the differences ● Analyze the impact of the differences in presentations on the reader ● Evaluate the effectiveness of each author’s presentation of events
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>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.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>		<ul style="list-style-type: none"> ● Introduce claim(s) ● Write a clear thesis statement ● Write arguments to support claims ● Organize the reasons and evidence logically ● Support claim(s) with logical reasoning and evidence ● Use accurate, credible sources to support claims ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use a consistent formal or academic style, approach, and form ● Write a conclusion to bring the writing to a close
W.6.4. Produce clear and coherent writing in which the development, organization, voice , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience

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	<ul style="list-style-type: none"> ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
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.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
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.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "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"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic

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	<ul style="list-style-type: none"> ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction , and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Unpack the arguments and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims
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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
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.)	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p>	<ul style="list-style-type: none"> ● Define and identify intensive pronouns in reading ● Determine the appropriate instance to use intensive pronouns in writing ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors

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<p>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.</p>	<ul style="list-style-type: none"> ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.A. 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.6.4.C. 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.6.4.D. 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).</p>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> ● Identify the relationship of words in reading ● Clarify words by using the relationship between them in writing
<p>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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required

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Unit 2: RESEARCH

Rationale: One of the most important skills that students must acquire is the ability to conduct independent research in order to create a written product. This skill will obviously be required of students in future English classes, but will also prove essential to performance in other disciplines. They will analyze literature and literary nonfiction, evaluate arguments, and build stamina when faced with complex texts. The acquisition of these skills will facilitate the research process, and students will create a written product to demonstrate their findings. Students will also be expected to demonstrate speaking and listening skills and present their research in some capacity.

- What can people do to help their communities?
- How can learning about history help people today?
- How can people work together to bring about change?
- How do I know if the information that I have researched is reliable and valid?
- What does it mean to plagiarize? Why is it necessary to avoid plagiarism?
- How do I keep track of all of my sources and notes? Why is this necessary?

District/School Formative Assessment Plan

District/School Summative Assessment Plan

- *Small & Whole group discussion*
- *Pre-research planning (prewrite)*
- *Symbolism Ornament*
- *Thematic Statement Hashtags*
- *Tone & Mood WKST*
- *Comprehension Questions*
- *Turn & Talk/Think-Pair-Share*
- *Paraphrasing/Quoting practice worksheets*
- *Reading checks*
- *Reading quizzes*
- *Exit ticket*

- *Research Paper/Project*
- *Oral Presentation*
- *Create videos*
- *Create podcasts*
- *Google Slideshow/Powerpoint*
- *Newspaper Articles*
- *Timeline*
- *Final Reading Assessment*
- *LinkIt!*
- *Achieve 3000*

Alternative Assessments

Evaluative Criteria

Assessment Evidence

Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:
 4 - Innovating
 3 - Applying
 2 - Developing
 1 - Beginning

- **Sample alternate assessments:** rather than demonstrate comprehension of literary/text analysis skills in a formal essay or written test, students will be given the opportunity to show their understanding through alternate products and modified forms of whole-class assignments, including Google Slides presentations, podcasts, student created videos, etc.

District/School Texts

District/School Supplementary Resources

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<ul style="list-style-type: none"> ● <i>Students on Strike - John A. Stokes</i> ● <i>A Wrinkle in Time - Madeleine L'Engle</i> ● <i>Julie of the Wolves - Jean Craighead George</i> ● <i>Esperanza Rising - Pam Muñoz Ryan</i> ● <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> 	<p><i>Including but not limited to:</i></p> <p><i>Achieve 3000</i> <i>Newsela</i> <i>Mentor Texts</i> <i>Core Clicks</i> <i>Education City</i> <i>Journeys</i> <i>Think Central (online)</i> <i>Newsela - Thematic</i> <i>Common Lit</i> <i>Readworks</i> <i>MobyMax</i> <i>Study Island</i></p> <p>MOVIES: <i>A Wrinkle in Time (2018)</i> <i>Selma (2014)</i> <i>The Rosa Parks Story (2002)</i></p>
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District/School Writing Tasks

<p>Primary Focus:</p> <ul style="list-style-type: none"> ● <i>Research</i> ● <i>Argument</i> ● <i>Routine Writing</i> 	<p>Secondary Focus:</p> <ul style="list-style-type: none"> ● <i>Short answer responses utilizing RACE and quote sandwich writing method</i> ● <i>4-square writing to organize pre-write</i> 	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● <i>Journaling</i> ● <i>Use quick writes with reading selections to address individual feelings and concerns.</i> ● <i>Double Entry Notes (Annotations) with reading</i> ● <i>Summarizations</i> ● <i>Achieve 3000 thought questions</i> ● <i>R.A.C.E. (Restate, Answer, Cite, Elaborate)</i>
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(Click on the text above; it is linked to the state website where the information needed for this section can be found)

<p>Social Studies</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such</p>	<p>Science</p> <p>5.1.4.A.1 Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.</p>	<p>Visual and Performing Arts</p> <p>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
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<p>knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		
<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or</p>	<p>Technology</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>Health and Physical Education</p> <p>2.1.12 Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>2.2.12 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p>

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<p>visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of</p>	<p>8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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<p>external information or practices in their workplace situation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture</p>		
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<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		
Modifications and Accommodations		
<p>Special Education Students Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per IEP</p>	<p>English Language Learners Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>	<p>Students at Risk for Failure Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>
<p>Gifted and Talented Students Extended Research Presentation of Material to Class Writing to Person/Organization Choice Projects</p>	<p>Students with a 504 Plan Audio Books Graphic Organizers Jigsaw Strategies</p>	

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Lexile-Appropriate Differentiated Material	Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per 504	
Unit Duration: Instructional Days		
How long will the unit take to complete? 42 days		

Unit 3 Grade 6		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts ● Closely examine the text’s explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment’s new meaning ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)

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		<ul style="list-style-type: none"> Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
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.		<ul style="list-style-type: none"> Explain the parts of a plot; provide a summary of each part Observe and analyze how story characters and plot interact and develop throughout a given text Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
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		<ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) Provide an analysis of the impact of specific word choice on meaning and/or tone Analyze why the author made a specific word choice Analyze the impact of the word choice on the reader Evaluate the effectiveness of the author's word choice Identify poetic devices used in text Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.		<ul style="list-style-type: none"> Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope Recognize how form relates to function and how a part relates to a whole Distinguish between different text structures Observe how the individual components of the text add to the development of the theme, setting, and plot Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> Identify various points of view Determine how the author develops the point-of-view of the narrator or speaker in the text Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader

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		<ul style="list-style-type: none"> ● Determine how the author’s word choice helps develop the narrator or speaker’s point of view ● Evaluate the effectiveness of the author’s choice in point of view
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.		<ul style="list-style-type: none"> ● Compare and contrast texts across various genres on the same theme or topic ● Evaluate multiple approaches to the same subject ● Compare text to multimedia as it impacts the audience
RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.		<ul style="list-style-type: none"> ● Compare and contrast texts of different genres that share similar themes ● Analyze how each author conveys the same message through different avenues ● Investigate the authors’ dissimilar backgrounds that inspire such works (themes) ● Compare/contrast how each author infuses their philosophy and persona into their work ● Analyze the impact of the differences in forms or genres on the reader ● Evaluate the effectiveness of each author’s approach to the theme and topic
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 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. W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.		<ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques effectively to develop experiences, events, and/or characters ● Transition from one idea to the next by using appropriate words and phrases ● Use figurative language to aid in description ● Describe ideas by using sensory and specific language ● Write a conclusion that brings the story events to a meaningful close ● Clearly convey a conflict and a resolution to the conflict
W.6.4. Produce clear and coherent writing in which the development, organization, voice , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience

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<p>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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
<p>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.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "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").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay

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<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>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.</p>	<ul style="list-style-type: none"> ● Interpret and evaluate information presented in diverse media and formats ● Explain how each medium shapes or influences the audience's perception and understanding of the information presented ● Evaluate the effectiveness of the chosen format for presenting the information ● Observe how various mediums appeal to one or more senses with varying levels of intensity ● Compare the reading of a speech to watching a video of the speech
<p>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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>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.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<ul style="list-style-type: none"> ● Recognize and correct inappropriate shifts in pronoun number and person ● Recognize and correct vague pronouns ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors

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<p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>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.</p>	<ul style="list-style-type: none"> ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. 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.</p> <p>L.6.4.C. 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.</p> <p>L.6.4.D. 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).</p>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<ul style="list-style-type: none"> ● Define and identify figures of speech ● Determine the meaning of and purpose of figures of speech in context ● Define the term <i>connotation</i> ● Discern the difference in meaning between closely related words
<p>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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

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- Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- Dissect assignments and determine the key processes required

Unit 3: LITERATURE AND NARRATIVE WRITING

Rationale: The Literature and Narrative Writing unit is designed with a focus on the important elements of a story: plot, conflict, characterization, etc. Students will explore these and other essential literary terms through their reading of selected short stories and novels. Students will then apply their understanding of story elements to their own writing, where they will demonstrate the ability to synthesize the various components of a story into an original narrative.

- What can fiction do better than nonfiction? Why?
- How do the characterization, conflict, and plot of a work of nonfiction differ from those of a work of fiction?
- What makes fiction narrative different from other types of writing?
- What are the main characteristics of a short story?
- Who are the likely readers and audience for this form of writing?
- How do I make my story more interesting to my readers?
- What kind of organization could be used for this form of writing?
- What role does/can figurative and/or sensory language play in fiction narrative writing?

District/School Formative Assessment Plan

District/School Summative Assessment Plan

- *Extension Projects (Posters, Organizational Charts)*
- *Text rendering*
- *Metacognition/Self-assessments (Learning Scales)*
- *Google Classroom discussion questions*
- *Socratic Discussion*
- *Jigsaw Groups*
- *Student portfolios*
- *Exit Tickets*

- *Original narrative writing*
- *Chapter assessments*
- *Analytical Research*
- *Summative Presentations*
- *MAP Testing*
- *Achieve 3000 Tracking*
- *Link-it! Testing*

Alternative Assessments

Evaluative Criteria

Assessment Evidence

Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:

- 4 - Innovating
- 3 - Applying
- 2 - Developing
- 1 - Beginning

- **Sample alternate assessments:** rather than demonstrate comprehension of literary/text analysis skills in a formal essay or written test, students will be given the opportunity to show their understanding through alternate products and modified forms of whole-class assignments, including Google Slides presentations, podcasts, student created videos, etc.

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District/School Texts		District/School Supplementary Resources	
<ul style="list-style-type: none"> ● <i>The Giver</i> - Lois Lowry ● <i>Middle School: The Worst Years of My Life</i> ● <i>A Wrinkle in Time</i> - Madeleine L'Engle (novel) ● <i>Number the Stars</i> - Lois Lowry (novel) ● <i>The Egypt Game</i> - Zilpha Keatley Snyder and Alton Raible ● <i>"The Legend of Sleepy Hollow"</i> - Washington Irving ● <i>Because of Winn Dixie</i> by Kate DiCamillo (novel) ● <i>Bud, Not Buddy</i> by Christopher Paul Curtis (novel) 		<p><i>Including but not limited to:</i></p> <p><i>Achieve 3000</i> <i>Newsela</i> <i>Mentor Texts</i> <i>Core Clicks</i> <i>Education City</i> <i>Journeys</i> <i>Think Central (online)</i> <i>Newsela - Thematic</i> <i>Common Lit</i> <i>Readworks</i> <i>MobyMax</i> <i>Study Island</i></p> <p>MOVIES: <i>A Wrinkle in Time</i> (2018) <i>The Giver</i> (2014) <i>The Boy in the Striped Pajamas</i> (2008)</p>	
District/School Writing Tasks			
<p>Primary Focus:</p> <ul style="list-style-type: none"> ● <i>Narrative</i> ● <i>Literary Research & Analysis</i> ● <i>Routine Writing</i> 	<p>Secondary Focus:</p> <ul style="list-style-type: none"> ● <i>Comparing Texts for Informational Analysis</i> ● <i>Short answer responses utilizing RACE and quote sandwich method</i> ● <i>4-square writing to organize pre-write</i> 	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● <i>Use quick writes with reading selections to address individual feelings and concerns.</i> ● <i>Double Entry Notes (Annotations) with reading and poetry selections.</i> ● <i>Summarizations</i> ● <i>Journal topics</i> ● <i>Achieve 3000 thought questions</i> ● <i>R.A.C.E. (Restate, Answer, Cite, Elaborate)</i> 	
<u>Interdisciplinary Connections</u>			
(Click on the text above; it is linked to the state website where the information needed for this section can be found)			
<p>Social Studies</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to</p>	<p>Science</p>	<p>Visual and Performing Arts</p>	

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<p>think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>5.1.4.A.1 Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.</p>	<p>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals</p>	<p>Technology</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>Health and Physical Education</p> <p>2.1.12 Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>2.2.12 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p>

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<p>communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of</p>	<p>8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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<p>sources when considering the use and adoption of external information or practices in their workplace situation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture</p>		
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<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		
Modifications and Accommodations		
<p>Special Education Students Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per IEP</p>	<p>English Language Learners Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>	<p>Students at Risk for Failure Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>
<p>Gifted and Talented Students Extended Research Presentation of Material to Class Writing to Person/Organization Choice Projects</p>	<p>Students with a 504 Plan Audio Books Graphic Organizers Jigsaw Strategies</p>	

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Lexile-Appropriate Differentiated Material	Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per 504	
Unit Duration: Instructional Days		
How long will the unit take to complete? 42 days		

Unit 4 Grade 6		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts ● Closely examine the text's explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment's new meaning ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)

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		<ul style="list-style-type: none"> Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
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.	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).	RL.6.3: <ul style="list-style-type: none"> Explain the parts of a plot; provide a summary of each part Observe and analyze how story characters and plot interact and develop throughout a given text Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
		RI.6.3: <ul style="list-style-type: none"> Use a note taking structure to track key individuals, events, and/or ideas in informational texts. Identify the structure of a text Distinguish between different text structures Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) Analyze how the text structure affects the relationships between individuals, ideas, or events. Analyze a writer's style and presentation Determine the relationship between individuals, ideas, or events
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	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone Analyze why the author made a specific word choice Analyze the impact of the word choice on the reader Evaluate the effectiveness of the author's word choice Identify poetic devices used in text Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.	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.	<ul style="list-style-type: none"> Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope Recognize how form relates to function and how a part relates to a whole Distinguish between different text structures Identify part to whole and whole to part relationships

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		<ul style="list-style-type: none"> ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text ● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader ● Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author’s word choice helps develop the narrator or speaker’s point of view ● Evaluate the effectiveness of the author’s choice in point of view
RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> ● Determine difficulties in comprehending and making meaning ● Apply appropriate strategies in order to increase comprehension when encountering text ● Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life ● Make an increasing number of connections among ideas and between texts ● Use scaffolding when necessary
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills
<p>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.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<ul style="list-style-type: none"> ● Introduce a topic ● Compose a well-developed thesis statement ● Select appropriate text structures and text features for clarity ● Include formatting, graphics, and multimedia when useful to aid comprehension ● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic ● Cite information correctly by following the proper format ● Transition between ideas and concepts using appropriate words and phrases ● Select specific vocabulary to inform about or explain the topic ● Consistently use a formal style ● Write a conclusion to bring all ideas to a close

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<p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
<p>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.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems];</p>	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing

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<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>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. 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. SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 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. SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>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.</p>	<ul style="list-style-type: none"> ● Interpret and evaluate information presented in diverse media and formats ● Explain how each medium shapes or influences the audience's perception and understanding of the information presented ● Evaluate the effectiveness of the chosen format for presenting the information ● Observe how various mediums appeal to one or more senses with varying levels of intensity ● Compare the reading of a speech to watching a video of the speech
<p>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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation

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<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> ● Incorporate multimedia and visual displays into presentations to add clarity to their content ● Incorporate posters outlining charts/graphs to clarify information and captivate their audience ● Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience ● Incorporate technology to enhance the presentation
<p>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.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.</p>	<ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.A. 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.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.6.4.C. 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.</p>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words

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L.6.4.D. 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.6.6. 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.	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required

Unit 4: *LITERATURE PAST AND PRESENT*

Rationale: The Literature Past and Present unit will introduce students to some of the most famous world myths and canonical works in literary history, as well as popular modern examples of prose, poetry, and drama. Students will be exposed to the world of ancient civilizations that includes both moral values and the explanations of natural phenomenon. They will meet some of the most famous (and infamous) characters of all time and also engage with more recent heroes and villains. The unit will connect themes and issues that remain central to mankind’s efforts to understand our world and human behavior. As a result of this unit of study, the students will have a better understanding of how ancient and classical literature can influence the work of modern authors, and the ways in which humanity has changed--or has stayed very much the same--over the centuries.

- How can we find common themes in literature from different eras?
- Why is the study of ancient myths continued in the modern world?
- What characteristics does a hero need to battle for good?
- How did the courageous acts of people in the past affect history?
- How have people in history worked hard to achieve their goals?
- What is special about characters in myths?
- How much of what we do is shaped by our efforts to impress or reject others?
- What makes poetry different from other literary genres?
- What are the main characteristics of poetry and description?

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> ● <i>Small & Whole group discussion</i> ● <i>Socratic Discussion</i> ● <i>Comprehension Questions</i> ● <i>Turn & Talk/Think-Pair-Share</i> ● <i>Graphic organizers:</i> 	<ul style="list-style-type: none"> ● <i>Explanatory Essay on influence of work in a larger context</i> ● <i>Debate</i> ● <i>Socratic Seminar</i> ● <i>Oral Presentation</i>

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<ul style="list-style-type: none"> ○ <i>Text to text chart</i> ○ <i>Double entry chart for close reading</i> ● <i>Document analysis questions</i> ● <i>Paraphrasing/Quoting practice worksheets</i> ● <i>Reading checks</i> ● <i>Reading quizzes</i> ● <i>Exit tickets</i> ● <i>Extension Projects (Posters, Organizational charts)</i> ● <i>Text rendering</i> ● <i>Metacognition/Self-assessments (Learning Scales)</i> ● <i>Google Classroom discussion questions</i> ● <i>Jigsaw Groups</i> ● <i>Student portfolios</i> 	<ul style="list-style-type: none"> ● <i>Create videos</i> ● <i>Create podcasts</i> ● <i>Google Slideshow/Powerpoint</i> ● <i>Newspaper Articles</i> ● <i>Timeline</i> ● <i>Final Reading Assessment</i> ● <i>LinkIt!</i> ● <i>Achieve 3000</i>
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Alternative Assessments

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating 3 - Applying 2 - Developing 1 - Beginning</p>	<ul style="list-style-type: none"> ● Sample alternate assessments: rather than demonstrate comprehension of literary/text analysis skills in a formal essay or written test, students will be given the opportunity to show their understanding through alternate products and modified forms of whole-class assignments, including Google Slides presentations, podcasts, student created videos, etc.

District/School Texts	District/School Supplementary Resources
<p><i>The Lightning Thief - Rick Riordan (novel)</i> <i>Myths and Legends</i> <i>Greek Dramas</i> <i>Selected Poetry</i></p>	<p><i>Including but not limited to:</i> <i>Achieve 3000</i> <i>Newsela</i> <i>Mentor Texts</i> <i>Core Clicks</i> <i>Education City</i> <i>Journeys</i> <i>Think Central (online)</i> <i>Newsela - Thematic</i> <i>Common Lit</i> <i>Readworks</i> <i>MobyMax</i> <i>Study Island</i></p>

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***Movies:**
Percy Jackson & the Lightning Thief (2010)*

District/School Writing Tasks

Primary Focus:

- *Expository/Research*
- *Routine Writing*

Secondary Focus:

- *Argumentative*
- *Comparing Texts for Informational Analysis*
- *Short answer responses utilizing RACE and quote sandwich*

Routine Writing:

- *Use quick writes with reading selections to address individual feelings and concerns.*
- *Double Entry Notes (Annotations) with reading and poetry selections.*
- *Summarizations*
- *Journal topics*
- *RACE (Restate, Answer, Cite, Elaborate)*

Interdisciplinary Connections

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think

Science

5.1.4.A.1 Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

Visual and Performing Arts

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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<p>analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		
<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are</p>	<p>Technology</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>Health and Physical Education</p> <p>2.1.12 Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>2.2.12 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p>

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<p>active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve</p>		
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the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

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<p>organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>		
Modifications and Accommodations		
<p>Special Education Students Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per IEP</p>	<p>English Language Learners Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>	<p>Students at Risk for Failure Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters</p>
<p>Gifted and Talented Students Extended Research Presentation of Material to Class Writing to Person/Organization Choice Projects Lexile-Appropriate Differentiated Material</p>	<p>Students with a 504 Plan Audio Books Graphic Organizers Jigsaw Strategies Guided Notes Scaffolded Assessments Choice Projects Lexile-Appropriate Differentiated Material Modeled Writing/Sentence Starters Additional Per 504</p>	
Unit Duration: Instructional Days		
<p>How long will the unit take to complete? 42 days</p>		