

Grade 6 English Language Arts

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Grade(s):	6
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 6 ELA
Prerequisite(s):	Grade 5
Course Description:	By the end of the year, students will read and comprehend literature, informational texts, history/social studies texts, and science/technical texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. All students in sixth grade will read, analyze, and discuss <i>New Kid</i> by Jerry Craft, <i>Ninth Ward</i> by Jewell Parker Rhodes, and <i>I Am Malala</i> by Malala Yousafzai and Patricia McCormick. Students will also read, analyze, and discuss three additional novels as either a whole-class experience or part of book clubs. Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thinking, and inform their writing. They will also develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach as they engage with all three core types of writing: narrative, informational/explanatory, and argument. Students will also engage in various research and inquiry experiences that support not only their literacy development but also their critical thinking as they make connections between various bodies of content across disciplines. Because grammar and usage development in children rarely follows a linear path, students will experience structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own writing. Throughout the year, students will explore the PK-12 course essential questions such as those related to identity, change, and conflict. They will also develop a deeper understanding of the ELA Connecticut Core Standards related to using language effectively, developing a writer’s voice, conducting research, engaging in collaborative conversations and practicing the behaviors of skilled readers. The goal of grade 6 ELA is to prepare students to transfer and apply their learning to unknown situations, both inside and outside of the

	classroom, in preparation for realizing the district's Vision of a Graduate.
Course Essential Questions:	• How do I define who I am? • Why change? • How does our environment impact our lives? • How do I know what to believe in what I read, hear, and view? • Why are human relationships important? • Why do we seek and build community? • How do stories tell us about what a culture values? • How is conflict essential to our growth? • How does language work? • How do I develop my writer's voice? • What do skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions?
Course Enduring Understandings:	• By developing a sense of belonging, we can further define who we are. • Change can be scary, but it is necessary for growing up. • Our environment plays a major role in how well we feel connected to our community. • As we read fairy tales and folktales, we will begin to understand the kernels of truth in stories and can apply that understanding to other information in the modern world. • A sense of belonging is important for positive human relationships and a strong sense of self. • Being part of a community is essential to living an enjoyable and fulfilling life. • Stories share what is valued most. • Conflict is hard, but being able to work through struggles is important. • Literacy is a tool to develop and enhance language, communication, thinking, vocabulary, and expression through a variety of modalities. We use language to convey important ideas and make connections. • We write to communicate with others, express our ideas, demonstrate comprehension, and explore our creativity. These writing experiences help us create our own writer's voice. • Reading is an active process; it is the key to knowledge and to understanding our identity, our

	world, ourselves, our community, and how we build relationships with others. • When we discuss and collaborate with our peers, we are able to deepen our understanding of important concepts and ideas. • When presenting our findings, we will use evidence from collaborative discussions, inquiry, reading, and our own logic and thinking to support those findings.
Duration:	One year
Course Materials/Resources:	Each unit of study has identified texts and resources that support the Essential Questions and Enduring Understandings. These texts include anchor texts, book club texts, additional mentor texts, and text sets comprised of poetry, short stories, and informational pieces to support cross-disciplinary thinking. Additional texts may be added during implementation to respond to current events and changes in the middle school content-area courses. Each text set will be rich in content in order to expand students' knowledge base and vocabulary, and will support cross-disciplinary topics studied at the middle school level. Houghton Mifflin Harcourt's <i>Into Literature</i> program provides guidance for the content and skills of the standards as they relate to the ELA units of study and includes access to a variety of titles and authors within the units. In addition, students will engage in explicit study of <u>grammatical concepts</u> deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, specific lessons and supports from the <i>Into Literature</i> resource will be used to support the editing and revising stages of process writing.
FPS Course Academic Expectation(s):	Exploring and Understanding Creating and Constructing
Year at a Glance (Units):	Unit 1 Sense of Belonging: An Analysis of Character Development Unit 2 Storytelling: Traditional Literature from Around the World Unit 3 Other Worlds: A Genre Study of Science Fiction and Fantasy Unit 4 Surviving the Unthinkable: An Analysis of True Stories and Fictional Accounts of Resilience Unit 5 Making a Positive Impact: Exploring Those Who Have Dared to Make Change

Units

Unit Number and Title:	Unit 1: Sense of Belonging: An Analysis of Character Development
Duration:	8 weeks
Resource(s):	<u>Core Texts/Resources:</u> • <i>New Kid</i>, a graphic novel by Jerry Craft (will be read by all students) • “Fish Cheeks” short story by Amy Tan • “Dreams” poem by Langston Hughes (<u>Dreams by Langston Hughes Poetry Foundation</u>) • “Inside Out”, short story by Francisco Jimenez • <i>The Harlem Renaissance</i> article from Britannica Digital Learning via Classlink (<u>https://www.britannica.com/event/Harlem-Renaissance-American-literature-and-art</u>) • YouTube video on Langston Hughes <u>https://youtu.be/PA207gWXXkE</u> • Short bio about Amy Tan (From Britannica Digital Learning via Classlink) • <i>Scholastic Scope</i> Magazine • “The First Day of School”, short story by R.V. Cassill (<i>Into Literature</i>) • “Speech to the Young: Speech to the Progress - Toward” poem by Gwendolyn Brooks (<i>Into Literature</i>) • “Eleven” short story by Sandra Cisneros (<i>Into Literature</i>) • “I Was a Skinny Tomboy Kid” poem by Alma Luz Villanueva (<i>Into Literature</i>) • “The Road Not Taken” poem by Robert Frost (<i>Into Literature</i>) • “Out of My Mind” novel excerpt by Sharon Draper • Belonging resource from Dr. Ruby: <u>https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction#Dimensions-of-Belonging</u> • <i>Scholastic Scope</i> Magazine

Book Club Books - Grade-Level Texts:

- *American as Paneer Pie* by Supriya Kelkar
- *Because of Mr. Terupt* by Rob Buyea
- *Class Act* by Jerry Craft
- *Counting by 7s* by Holly Goldberg Sloan
- *The First Rule of Punk* by Celia C. Pérez
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Five Things About Ava Andrews* by Margaret Dilloway
- *Frizzy: Graphic Novel* by Claribel A. Ortega
- *Front Desk* by Kelly Yang
- *Ghost* by Jason Reynolds
- *Greetings From Witness Protection* by Jake Burt
- *Holes* by Louis Sachar
- *Insignificant Events in the Life of a Cactus* by Dusti Bowling
- *Invisible* by Christina Diaz Gonzalez and Gabriela Epstein
- *I Survived...* book series by Lauren Tarshis
- *The Kind of Friends We Used to Be* by Frances O'Roark Dowell
- *Look Both Ways* by Jason Reynolds
- *Lu (Track Series)* by Jason Reynolds
- *Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya
- *My Life as a Potato* by Arianne Costner
- *Notorious* by Gordon Korman
- *Out of My Heart* by Sharon M. Draper
- *Out of My Mind* by Sharon M. Draper
- *Patina (Track Series)* by Jason Reynolds
- *Posted* by John David Anderson
- *Restart* by Gordon Korman
- *Room to Dream* by Kelly Yang
- *Save Me a Seat* by Gita Varadarajan and Sarah Weeks
- *Secret Language of Girls* by Frances O'Roark Dowell
- *The Seventh Most Important Thing* by Shelley Pearsall
- *Stella Diaz Has Something to Say* by Angela Dominguez
- *Sunny (Track Series)* by Jason Reynolds
- *Swindle* by Gordon Korman
- *Three Keys* by Kelly Yang
- *Unplugged* by Gordon Korman
- *Who Is...? and Who Was...? series*

	<u>Book Club Books - Challenging Texts:</u> • <i>Freak the Mighty</i> by Rodman Philbrick • <i>Harbor Me</i> by Jacqueline Woodson • <i>One for the Murphys</i> by Lynda Mullaly Hunt • <i>The Thing About Jellyfish</i> by Ali Benjamin • <i>The Truth as Told by Mason Buttle</i> by Leslie Connor • <i>War Stories</i> by Gordon Korman
Unit Overview:	As a beginning-of-the-year concept, “sense of belonging” allows students to engage in work that grows

reading partnerships, writing groups, and book clubs, thereby allowing teachers to embed authentic discourse work for sixth-grade students. Students will read fiction and non-fiction texts to compare the character traits of real people and fictional characters as they struggle with their sense of belonging. Students will collaborate and engage in conversations with peers to draw conclusions that will be supported by textual evidence.

Students will read about both fictional characters and real people who found themselves displaced or outcasts for some reason and who yearn to recapture that sense of belonging that comes with being part of a community. As they engage in shared texts, interactive read-aloud, and independent reading experiences, students will navigate the layers of conflict within each story and come to understand how each character was able to find his way. By exploring the text structure, character development, sensory details, and plot devices, students will be able to more deeply analyze narrative texts and create powerful stories of their own.

Students will learn about the challenges people face every single day, some of which are small, and some of which are terrifying. As students consider what it means to have a sense of belonging, they will also consider the role physical geography has played in shaping people and cultures around the world. This concept is central to the core ideas being developed in the social studies classroom during the study of unit 1 - Introduction of Geography and Culture. During ELA class, students will read about Langston Hughes and the struggles he faced as a black writer during the Harlem Renaissance; Amy Tan and her family's sense of belonging during the 1950s in California as Chinese immigrants; and Jerry Craft's fictional middle school character who finds his way as a student of color in a predominantly white school. Additionally, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the ideas of culture and conflict as they explore how stories reveal to us what a culture values and how conflict is essential to our growth.

To demonstrate their learning, students will write a literary argument about the meaning and importance of truly belonging. They will also create a visual/digital project that illustrates how a character's sense of belonging develops throughout a story. All language standards will be addressed both explicitly and through students' authentic writing.

Standard(s):	Reading RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Writing W.6.1 : Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking and Listening 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.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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	Language L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. - Spell correctly. L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - 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. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). - 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. - 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).	
Essential Question(s):	- How can we change our thinking about ourselves and our beliefs about others by learning about other people's experiences? - What is the difference between being a member of a group versus truly belonging? - How is our sense of belonging impacted by physical geography and the way it shapes culture?	
Enduring Understanding(s):	- Reading stories can teach us how to be compassionate, grow our empathy, and encourage us to think differently. - A sense of belonging is important for positive human relationships and a strong sense of self while also honoring an individual's culture and values. - Physical geography plays a role in shaping people and cultures around the world in social and economic activities, for example, thus impacting a person's sense of belonging.	
Learning Goals:	Content:	Skills:

	Students will know...	Students will be able to...
Reading	• Analysis • Textual evidence • Citation • Inferences • Theme or central idea • Sensory details • Summary • Personal opinions or judgments • Plot • episodes • Character growth/development in literature • Resolution • Comparison and contrast • Author's point of view • Narrator • Literary elements/text structure (character, setting, plot devices, events) • Sense of belonging (belonging to a group/community) • Culture • Civilization • Geography	• Cite textual evidence • Use textual evidence to support analysis • Make and support inferences • Determine a theme or central idea • Demonstrate how specific details help convey that theme or central idea • Objectively summarize pivotal moments in a text • Infer character traits and discern how characters respond or change • Trace a story's plot line through the various episodes to the resolution • Identify and analyze different literary elements and give examples of how those elements impact the story overall • Compare and contrast texts in different forms • Determine an author's point of view and/or purpose and explain how it is conveyed in the text • Compare and contrast different perspectives of the same events • Connect with others in the reading community • Make text-to-self, text-to-text, and text-to-world connections to deepen an understanding of text • Before, during, and after reading, analyze the character's sense of belonging and how

		that impacts human relationships and self-esteem ● Trace the impact of physical geography on the development of people and culture ● Compare and contrast different representations of the same story
Writing	● Claim ● Logical organization of reasons and evidence ● Credible sources/credibility ● Connecting and transition words, phrases, and clauses ● Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures ● conclusion/concluding statement ● Paragraph structure ● Text structure ● Reflection ● Textual evidence ● Analysis	● Write a structured literary argument in which students support a claim with textual evidence from readings and from additional sources identified through research ● Support analysis of what the text says explicitly as well as inferences drawn from the text with text evidence ● Write a claim statement that clearly indicates the stance being taken and that will be supported by credible evidence ● Use the most effective evidence to support a claim ● Craft a conclusion that is effective in finalizing the argument ● Use formal style in writing by writing in third person, avoiding slang or informal language, and varying sentence structures
Speaking & Listening	● Pair-and-share discussions ● Small-group discussions ● Teacher-led discussions ● Positive interaction with diverse partners ● Elaboration and extension of ideas ● Multimedia components like graphics,	● In all types of discussions, stay focused and actually listen to the contributions of others ● Build off the ideas of others ● Exhibit professional and polite behavior throughout all interactions with any and all

	images, music, and sound to help convey information • Active listening strategies like making eye contact, taking notes, asking follow-up questions • Collaboration	peers • Converse effectively by contributing individual ideas, speaking clearly, using evidence to support assertions, and participating fully in the discussion • Experiment with ways of using multimedia components effectively to convey thoughts and ideas • Discuss thoughts and ideas with peers • Listen actively
Language	• Run-ons and sentence fragments • The concept of subject-verb agreement • Conventions of Standard English • Grammar and Usage • Capitalization rules appropriate for grade 6, including capitalize the first word of a quotation, capitalize proper nouns, etc. • Function and usage of punctuation marks, including periods, question marks, commas, semi-colons, and quotation marks. • The strategy of using context clues to understand the meaning of a word • Affixes • Dictionaries Academic Vocabulary Examples: achieve, culture, individual, instance, outcome, principle	• Correct run-ons and fragments • Revise writing to correct subject-verb agreement • Edit and revise writing with capitalization and punctuation rules in mind • Form and use appropriate academic vocabulary when reading, writing, and speaking. • Punctuate sentences properly with periods, question marks, commas, and other punctuation marks, as needed • Use context to uncover the meaning of an unknown word • Use dictionaries and other reference materials to identify the meaning of a word as it is being used • Identify the meaning of affixes to uncover the meaning of the whole word

	Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): accurate/inaccurate information, analysis, appropriate information, argument, author's message, central idea, claim, contradict, credible sources, develop ideas (evidence/elaboration), essay, establish a claim, evidence, justify, logical progression of ideas, opinion, reference/identify sources, relevant supporting evidence/reasons/details/information, research, research question, resolve/resolution, stanza, speaker Generative Vocabulary: ● Civ- (Latin) - Meaning "citizen" or "city" ● Demo- (Greek) - Meaning "people" or "population" ● Gen- (Greek) - Meaning "birth," "origin," or "kind" ● Multi- (Latin) - Meaning "many" or "much" ● Philo- (Greek) - Meaning "love" or "fondness" ● Soci- (Latin) - Meaning "society" or "companionship"	
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Unit Number and Title:	Unit 2: Storytelling: Traditional Literature from Around the World
Duration:	6 weeks
Resource(s):	<u>Core Texts/Resources:</u> ● <u>Middle Eastern Stories, Folktales, and Fairy Tales</u> ● <u>Storytelling Traditions Across the World: Morocco</u> ● <u>“The Lion, the Hedgehog, and the Donkey”</u> Moroccan Folktale ● <u>“The Well of Truth”</u> Egyptian Folktale ● <u>“As Storytelling Tradition Fades, Some Fear the Loss of African Folktales”</u> article by Agence France-Presse ● “From Storytelling Book Introduction” by Josepha Sherman (<i>Into Literature</i>) ● “Archetype” poem by Margarita Engle (<i>Into Literature</i>) ● “Fairy-tale Logic” poem by A.E. Stallings (<i>Into Literature</i>) ● <u>“Little Red Riding Hood”</u> folktale by The Brothers Grimm (<i>CommonLit</i>) ● <u>“Snow White”</u> folktale by The Brothers Grimm (<i>CommonLit</i>) <u>Additional Resources - Nonfiction Research Tools:</u> ● Culturegram ● Gale ● Britannica
Unit Overview:	Students will read and analyze a wide variety of traditional tales, including examples from the MENA (Middle East and North Africa) regions. These regions are also being explored in grade 6 social studies units. Reading such stories will help students expand their understanding of how resources and migration shaped culture in these regions. Additionally, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of culture as they explore how stories reveal to us what a culture values. As they read, students will use their inferring skills to identify themes and main ideas and compare

	those ideas across cultures. They will also apply strategies for determining the meaning of unknown words. To deepen their knowledge base, students will research different aspects of culture, including customs, traditions, language, and government in both language arts and social studies classes, and will use that research as evidence to support their own claims about how traditional literature connects to modern society. To demonstrate their learning, students will research a culture and connect it to a specific traditional story. They will then employ both their new content knowledge about a culture as well as the structure of fairy tales to either imagine a new fairy tale or to fracture an existing fairy tale. All language standards will be addressed both explicitly and through students' authentic writing.
Standard(s):	Reading RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Writing W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening

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.

- 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.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

	SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Language L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. e. 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. f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). g. 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. h. 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).	
Essential Question(s):	● What can we learn about people, their culture, and the world by reading their stories? ● What literary elements are evident in traditional literature? ● Why are folktales relevant to our lives today? ● What do stories reveal about how culture is shaped?	
Enduring Understanding(s):	● Traditional literature represents people's beliefs and culture and teaches us about human nature. ● There are recurring symbols, motifs, lessons, and themes in traditional literature (magical powers, transformations, magical objects, wishes). ● The themes and lessons of traditional literature can connect to modern society as they help us understand our heritage and traditions. ● Stories will reveal that resources and migration played a significant role in shaping world cultures.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	• Theme or central idea • Sensory details • Summary • Personal opinions or judgments • Figurative vs. connotative meaning • Impact of word choice on meaning and tone • Tone • Comparison and contrast • Differences between culture and heritage • Types of archetypes • Symbols/symbolism • Theme (lesson/moral) vs. motif • Author's purpose • Elements of traditional literature • Introduction, illustration, and elaboration of an important individual, event or idea • Examples and anecdotes	• Determine a theme or central idea • Demonstrate how specific details help convey that theme or central idea • Objectively summarize pivotal moments in a text • Interpret the impact of word choice on meaning and tone • Compare and contrast different types of texts and how they are experienced • Make connections between information researched about different cultures (including stories) conducted in SS • Understand and interpret archetypes to help readers navigate other stories • Identify and interpret symbols used in stories • Distinguish between a theme and a motif • Understand the author's purpose for creating traditional literature • Recognize the elements of traditional literature • Trace the introduction, illustration, and elaboration of an important individual, event, or idea • Explore the use of examples and anecdotes as tools for elaboration
Writing	• Narration/narrator • Context • Event sequence • Dialogue	• Create a narrator and well-developed characters • Establish a context for the story that will be engaging and orienting to the reader

	● Pacing ● Description ● Development ● Transition words, phrases, and clauses ● Precise words ● Descriptive details ● Sensory language ● Conclusion ● Credible sources ● Quotations ● Paraphrasing ● plagiarism	● Organize an event sequence that unfolds naturally and logically ● Use dialogue, pacing, and description effectively to develop experiences, events, and characters ● Use transition words to signal shifts in the sequence and setting ● Craft and use descriptive details and sensory language to convey experiences and events ● Conclude the story ● Conduct research by identifying credible sources and reading to answer a research question ● Avoid plagiarism by correctly quoting and/or paraphrasing research material
Speaking & Listening	● Pair-and-share discussions ● Small-group discussions ● Teacher-led discussions ● Positive interaction with diverse partners ● Elaboration and extension of ideas ● Preparation of ideas for discussion ● Rules, goals, and roles for discussions ● Multiple perspectives ● Reflection and paraphrasing ● Multimedia components like graphics, images, music, and sound to help convey information ● Active listening strategies ● Questioning strategies	● In all types of discussions, stay focused and actually listen to the contributions of others ● Build off the ideas of others ● Exhibit professional and polite behavior throughout all interactions with any and all peers ● Can converse effectively by contributing individual ideas, speaking clearly, using evidence to support assertions, and participating fully in the discussion ● Experiment with ways of using multimedia components effectively to convey thoughts and ideas

	• Relevant evidence and detail	• Prepare thoroughly for discussions and presentations • Ask questions with elaboration and detail in order to further deepen the discussion • Respond to questions using relevant detail and elaboration • Reflect on and paraphrase ideas presented by various peers during discussion in order to better understand multiple perspectives
Language	• Verbs and verb phrases • Linking verbs • Modifiers • Function and usage of punctuation marks, including periods, question marks, commas, semi-colons, and quotation marks. • The strategy of using context clues to understand the meaning of a word • Affixes • Dictionaries Academic Vocabulary Examples: culture, custom, language, tradition, Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): author's point of view, author's intent, capitalization, characters'	• Conjugate verbs correctly • Create verb phrases • Use modifiers correctly • Form and use appropriate academic vocabulary when reading, writing, and speaking. • Punctuate sentences properly with periods, question marks, commas, and other punctuation marks, as needed. • Use context to uncover the meaning of an unknown word • Use dictionaries and other reference materials to identify the meaning of a word as it is being used • Identify the meaning of affixes to uncover the meaning of the whole word

	relationship/characters' interaction, closure, compare/contrast, comparison, realistic details, conflict/tension, describe/description, dialogue, flashback, imaginary, narrative/narrative writing, narrator, purpose (e.g., author's or speaker's purpose), represent, setting, style, theme, title Generative Vocabulary: ● Ethno- (Greek) - Meaning "race" or "culture" ● Gov- (Latin) - Meaning "to steer" or "to rule" ● Log- (Greek) - Meaning "word" ● Mono- (Greek) - Meaning "one" or "single" ● Poly- (Greek) - Meaning "many" or "much" ● Verbum- (Latin) - Meaning "word" or "speech"	
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Unit Number and Title:	Unit 3: Other Worlds: A Genre Study of Science Fiction and Fantasy
Duration:	8 weeks
Resource(s):	<u>Core Texts/Resources:</u> • “<u>All Summer in a Day</u>” and “<u>The Veldt</u>” short stories by Ray Bradbury • “<u>The Worst Birthday</u>” (Chapter one of <i>Harry Potter and the Chamber of Secrets</i>) by J.K. Rowling • First chapter of <i>Amulet</i> by Kazu Kibuishi • Author biographies - Ray Bradbury, Kazu Kibuishi, J.K. Rowling • “<u>Nature Shows How Dragons Might Breathe Fire</u>” by Bethany Brookshire • “<u>Which Planets Have No Seasons?</u>” by Molly Blaisdell <u>Book Club Books - Grade-Level Texts:</u> • <i>Amari and the Night Brothers</i> by B.B. Alston • <i>Amulet: The Stonekeeper</i> by Kazu Kibuishi • <i>Bloom</i> by Kenneth Oppel • <i>Crenshaw</i> by Katherine Applegate • <i>Fuzzy Mud</i> by Louis Sachar • <i>The Grimm Legacy</i> by Polly Shulman • <i>James and the Giant Peach</i> by Roald Dahl • <i>The Key to Rondo</i> by Jennifer Rowe • <i>The Lightning Thief</i> by Rick Riordan • <i>Masterminds</i> by Gordon Korman • <i>The Missing: Found</i> by Margaret Peterson Haddix • <i>Rise of the Jumbies</i> by Tracey Baptiste • <i>Sal and Gabi Break the Universe</i> by Carlos Hernandez • <i>Savvy</i> by Ingrid Law • <i>The School for Whatnots</i> by Margaret Peterson Haddix • <i>Snow & Rose</i> by Emily Winfield Martin • <i>Space Case</i> by Stuart Gibbs

- *The Total Eclipse of Nestor Lopez* by Adrianna Cuevas
- *The Unwanted*s by Lisa McMann
- *The Wishing Spell (Land of Stories)* by Chris Colfer

Book Club Books - Challenging Texts:

- *Eragon* by Christopher Paolini
- *In a Glass Grimly* by Adam Gidwitz
- *The Girl Who Drank the Moon* by Kelly Barnhill
- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- *How to Train Your Dragon* by Cressida Cowell
- *Life As We Knew It* series by Susan Beth Pfeffer
- *The Lion, the Witch and the Wardrobe (Chronicles of Narnia)* by C.S. Lewis
- *Nevermoor* by Jessica Townsend
- *The Ranger's Apprentice: The Ruins of Gorlan* by John Flanagan
- *A Tale Dark and Grimm* by Adam Gidwitz
- *Tuck Everlasting* by Natalie Babbitt
- *When You Reach Me* by Rebecca Stead
- *A Wrinkle in Time* by Madeleine L'Engle

Additional Resources:

- *Into Literature* Planning Guide: "Flexible Short Read Options"
- *Scholastic Scope* Magazine
- Science Fiction and Fantasy Books (for book clubs)
- What is Science Fiction? (YouTube video introduction to the genre)
- What is Fantasy? (YouTube video intro to the genre)
- Science Fiction history
- Seasons on other planets
- Gale videos on technological advancements

Unit Overview:

Students will read science fiction and fantasy novels and infer possible themes that emerge as the plot unfolds. As students engage in meaningful and high-level discourse, they will support their thinking with specific textual evidence. They will make a claim and prove that common themes about human nature and life exist across various genres or mediums as they compare the characteristics of both science fiction and fantasy.

	Throughout this unit, students will synthesize knowledge about the characters and settings to engage in meaningful discourse around a theme. Students will also read informational texts to better understand the genres and to increase their content knowledge. In addition, students will make connections between content knowledge and literature. For example, “All Summer in a Day” by Ray Bradbury could be paired with readings about the seasons on other planets as a way of broadening content knowledge while also further clarifying the story. Additionally, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the ideas of community and society as they explore how people seek out and build communities. To demonstrate their learning, students will write a comparative essay. All language standards will be addressed both explicitly and through students’ authentic writing.
Standard(s):	Reading RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

Writing

W.6.1 : Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

Speaking and Listening

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.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.*
- Maintain consistency in style and tone.*

L.6.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

	- 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. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). - 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. - 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).	
Essential Question(s):	- What makes the genres of science fiction and fantasy different from realistic fiction? - How can the same theme be represented across a variety of mediums? - How do you determine the quality of your textual evidence to support your thinking? - How are real-life scientific developments and science fiction connected?	
Enduring Understanding(s):	- There are literary elements of science fiction that are not found in realistic fiction. - Common themes about life and human nature exist across a variety of genres. - It is necessary to use quality textual evidence when communicating your thinking. - Science fiction has often preceded scientific developments, and it has also been inspired by those developments.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	- Analysis - Textual evidence - Citation - Inferences - Central idea - Objective summary - Figurative and connotative meaning of words	- Identify common and more complex themes - Compare and contrast various genres and mediums - Notice and note similarities and differences - Identify and explain how the

	• Theme across genres or texts • Elements of science fiction and fantasy • Similarities and differences across texts • Community • Technology • Seasons • Solar system • Point of view • Narrator or speaker • Impact of word choice • Tone • Structure of a text and its contributions to the development of theme, setting, or plot	author develops the point of view of the narrator or speaker • Identify and understand the figurative and connotative meanings of words • Analyze the connection between a sentence, chapter, scene, or stanza and the overall structure • Understand how parts of the text structure contribute to the development of the theme, setting, or plot • Apply content knowledge such as that of the solar system, technology, or the seasons to the reading of a story • Notice and explore the impact of word choice on the meaning and tone of a passage or complete text
Writing	• Claim • Argument • Evidence • Logical organization of reasons and evidence • Credible sources/credibility • Connecting and transition words, phrases, and clauses • Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures	• Use specific evidence to support an argument • Write a thematic analysis that utilizes the compare/contrast text structure • Write a claim statement that clearly indicates the stance being taken and that will be supported by credible evidence • Use the most effective evidence to support a claim

	● Conclusion/concluding statement ● Paragraph structure ● Compare/Contrast Text structure	● Use transition words to connect ideas and achieve flow in writing ● Craft a conclusion that is effective in finalizing the argument ● Use formal style in writing by writing in third person, avoiding slang or informal language, and varying sentence structures
Speaking & Listening	● Pair-and-share discussions ● Small-group discussions ● Teacher-led discussions ● Positive interaction with diverse partners ● Elaboration and extension of ideas ● Active listening skills ● Sentence starters to promote civil discourse ● Multimedia components like graphics, images, music, and sound to help convey information ● Appropriate eye contact ● Adequate volume ● Clear pronunciation	● Discuss thoughts and ideas with peers ● Synthesize and build onto ideas within group discussions ● In all types of discussions, stay focused and actually listen to the contributions of others ● Build off the ideas of others ● Exhibit professional and polite behavior throughout all interactions with any and all peers ● Converse effectively by contributing individual ideas, speaking clearly, using evidence to support assertions, and participating fully in the discussion ● Experiment with ways of using multimedia components effectively to convey thoughts and ideas ● Prepare thoroughly for discussions and presentations

		● Ask questions with elaboration and detail in order to further deepen the discussion ● Respond to questions using relevant detail and elaboration ● Reflect on and paraphrase ideas presented by various peers during discussion in order to better understand multiple perspectives
Language	● Sentence patterns ● Style and tone ● Conventions of standard English ● Function and usage of punctuation marks, including periods, question marks, commas, semi-colons, and quotation marks. ● The strategy of using context clues to understand the meaning of a word ● Affixes ● Dictionaries Academic Vocabulary Examples: Astrology, community, seasons, solar system, technology Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): affix, antonym, argumentative article/text/essay, audience (as in writer's audience), blog, conclude/conclusion, connections/relationships	● Use various sentence patterns in writing and speech ● Use knowledge of conventions in speaking, listening, reading, and writing ● Punctuate sentences properly with periods, question marks, commas, and other punctuation marks, as needed. ● Use the style and tone appropriate to the task, purpose, and audience ● Form and use appropriate academic vocabulary when reading, writing, and speaking. ● Use context to uncover the meaning of an unknown word ● Use dictionaries and other reference materials to identify the meaning of a word as it is being used ● Identify the meaning of affixes to

	between ideas (transitions in writing), controlling idea/thesis, conventions, draft, edit, editorial, effective beginnings/endings, elaborate/elaboration of ideas, example, excerpt, explanatory article/text/essay, focus, global notes, grammar usage, heading Generative Vocabulary: ● Aero- (Greek) - Meaning "air" or "atmosphere" ● Astro- (Greek) - Meaning "star" or "celestial body" ● Chrono- (Greek) - Meaning "time" ● Geo- (Greek) - Meaning "earth" or "ground" ● Sol- (Latin) - Meaning "sun" or "light" ● Tech- (Greek) - Meaning "art," "skill," or "craft"	uncover the meaning of the whole word
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Unit Number and Title:	Unit 4: Surviving the Unthinkable: An Analysis of True Stories and Fictional Accounts of Resilience
Duration:	8 weeks
Resource(s):	<u>Core Texts/Resources:</u> • <i>Ninth Ward</i> by Jewell Parker Rhodes (will be read by all students) • Nonfiction texts in <u>Gale database on Hurricane Katrina</u> • Informational text about surviving in the wilderness and Hurricane Katrina (<i>Scholastic Scope Magazine</i>) <u>Additional Resources:</u> • “<u>An Introduction to the Word ‘Climate’</u>” • <i>Into Literature</i> curriculum tool - Unit 5: Surviving the Unthinkable ◦ “After the Hurricane,” a poem by Rita Williams-Garcia • <i>Into Literature</i> Planning Guide: “Flexible Short-Read Options” • <i>Scholastic Scope Magazine</i> •  Jacqueline Woodson: What reading slowly taught me about writing TED <u>Book Club Books - Grade-Level Texts:</u> • <i>96 Miles</i> by J.L.Esplin • <i>Across the Desert</i> by Dusti Bowling • <i>Alone in the Woods</i> by Rebecca Behrens • <i>Distress Signal</i> by Mary Lambert • <i>Escape</i> by Gordon Korman • <i>Hatchet</i> by Gary Paulsen • <i>The Last Kids on Earth</i> by Max Brallier • <i>Red Fox Road</i> by Frances Greenslade • <i>The Running Dream</i> by Wendelin Van Draanen • <i>Shipwreck</i> by Gordon Korman • <i>Survival</i> by Gordon Korman

	<u>Book Club Books - Challenging Texts:</u> • <i>All Thirteen</i> by Christina Soontornvat • <i>The Canyon's Edge</i> by Dusti Bowling • <i>Her Own Two Feet</i> by Rebecca Uwitonze and Meredith Davis • <i>Northwind</i> by Gary Paulsen • <i>Two Degrees</i> by Alan Gratz • <i>Zane and the Hurricane</i> by Rodman Philbrick
Unit Overview:	In this unit, students will read narrative and informational texts as they explore the nature of both disasters as well as smaller struggles and the impact they can have on the individual and society. There will be ample opportunity to engage with a multimodal collection of texts that focus on the theme of survival. Students will examine the qualities of characters and people who survive disasters and face challenges in their lives as they read and analyze both fiction and nonfiction texts on the same topic. Their learning will culminate in the writing of a well-structured narrative that demonstrates the qualities of a survivor facing a struggle. Students will also look for similarities and differences in the way authors present information in a variety of genres and mediums while inferring the inner struggle of the survivors. Specific history and

	science content explored will include the time period and catastrophe of both the Titanic and Hurricane Katrina, the science of hurricanes and icebergs, and personal traits that allow people to be survivors. Students will connect prior knowledge from science's Extreme Weather unit to their new understandings from this unit. Additionally, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the ideas of conflict and community as they explore how conflict is essential to our growth and how people seek out and build communities. All research conducted by students will follow the social studies research process. To demonstrate their learning, students will write either a personal narrative about a time they survived a challenging experience or create a fictional narrative around a character who faces adversity and triumphs. All language standards will be addressed both explicitly and through students' authentic writing.
Standard(s):	Reading RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. 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. RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Writing W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

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.

Speaking & Listening

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.

Language

L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- 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.
- 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).	
Essential Question(s):	• What personal qualities are necessary in order to survive difficulties large and small? • How does facing a challenge or conflict cause you to change or grow as a person?	
Enduring Understanding(s):	• Disaster is unpredictable and out of our control; however, what is in our control is our personal response to it. • Challenges and conflicts present opportunities for people to change and grow.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	• Point of view • Narrator or speaker • Narrative plot structure • The structure of comparison and contrast of ideas • Character growth/development • Characteristics of a survivor • Author's voice and perspective • Characteristics of nonfiction and memoir • Integration of information in different media, including infographics, maps, photographs, charts, etc. • History of the sinking of <i>The Titanic</i> • Science and social exploration of the impact of Hurricane Katrina	• Follow a narrative plot successfully • Explicate a character's development • Identify and expound on the characteristics of a survivor • Describe and analyze an author's voice and perspective • Identify, compare, and contrast the characteristics of nonfiction • Apply background knowledge to a reading experience to deepen the comprehension • Compare and contrast reading and viewing experiences • Analyze differing perspectives within the same themes or topics • Compare and contrast various genres and mediums (fiction/nonfiction) • 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
Writing	● Personal narrative ● Description ● Event sequence ● Narration/narrator ● Context ● Dialogue ● Pacing ● Development ● Transition words, phrases, and clauses ● Precise words ● Descriptive details ● Sensory language ● Conclusion ● Credible sources ● Quotations ● Paraphrasing ● Plagiarism ● The full writing process	● Write a narrative with a survival theme and dynamic characters ● Describe experiences connected with a survival experience ● Structure the story as a sequence of events ● Create a narrator and well-developed characters ● Establish a context for the story that will be engaging and orienting to the reader ● Organize an event sequence that unfolds naturally and logically ● Use dialogue, pacing, and description effectively to develop experiences, events, and characters ● Use transition words to signal shifts in the sequence and setting ● Craft and use descriptive details and sensory language to convey experiences and events ● Conclude the story ● Use the full writing process to increase the level of sophistication of a writing piece
Speaking & Listening	● Focused listening skills in order to hear and cull the most important information from oral text for developing understanding of a particular topic or issue ● Characteristics of diverse media and formats	● Listen actively by recognizing text structures in which oral information is presented, noticing key words that signal transitions or important ideas, and taking effective notes ● Interpret information presented in diverse

	• Questions inspired by individual curiosity and a true desire to know • Connections across sources in order to trace the development of a topic, text or issue	media and formats • Connect information from diverse formats to an issue or topic being studied
Language	• Punctuation to set off nonrestrictive/parenthetical elements (commas, dashes, parentheses) Academic Vocabulary Examples: angular, endure, focus, fortitude, horizon, resilient Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): inclusion, infer/inference(s), integrate information/ideas, interaction, key detail, key event, phrase, plot, relationship, relevant, revise, root word, sensory language/details, sequence of events, skim, source(s), summarize, support, synonym, text structures (compare/contrast; cause effect; problem/solution; pro/con) Generative Vocabulary: • Cata- (Greek) - Meaning "down," "against," or "opposite" • Clim- (Greek) - Meaning "to lean"	• Include parenthetical information in a sentence in order to further develop the writing • Form and use appropriate academic vocabulary when reading, writing, and speaking.

	• Contra- (Latin) - Meaning "against" or "opposite" • Cycl- (Greek) - Meaning "circle" or "wheel" • Dis- (Latin) - Meaning "apart" or "away" • Trop- (Greek) - Meaning "turning" or "change"	
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Unit Number and Title:	Unit 5: Making a Positive Impact: Exploring Those Who Have Dared to Make Change
Duration:	8 weeks
Resource(s):	<u>Core Texts/Resources:</u> • <i>I Am Malala</i> by Malala Yousafzai and Patricia McCormick (cross-curricular read in both Language Arts and Social Studies) <u>Additional Resources:</u> • “A Voice,” poem by Pat Mora • “A Schoolgirl’s Diary,” from <i>I am Malala</i> by Malala Yousafzai • “Words Like Freedom,” poem by Langston Hughes • <i>Brown Girl Dreaming</i>, memoir in verse by Jaqueline Woodson • <i>Education First-</i> from Malala’s Speech to the United Nations • ☐ Brown Girl Dreaming Guide • <u>Read the Stories of 40 Incredible Kids Who Have Changed the World</u> • <u>Life lessons of a teen inventor Alex Deans</u> • <u>Just one of the guys</u> • <u>WWII veteran refuses to close the book on his life</u> • <i>Scholastic Scope</i> Magazine • <u>Project I Am</u> • <u>Teen sisters turn origami into a way to fund clean water projects</u>
Unit Overview:	Students will read a variety of texts to understand the circumstances and conditions which propel people to find their voice. Students will extend their reading, writing, thinking, and listening skills in order to define the conditions that provoke individuals to contribute to the greater good of society. As students explore the degree to which education is a universal human right in social studies class, they will also be exploring how this individual, Malala, found her voice and took a stand, even in the face of violence and adversity.

	Students will select a global issue and research an individual or foundation of their choice. Through the research process, they will gather, analyze, evaluate, and synthesize information, and communicate their findings effectively by creating a research-based presentation or speech that is supported with credible evidence. Through researching the positive impact of others on global and/or local issues, students will recognize and reflect on their own ability to make a positive change. Students will also consider in-depth the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore the question of how the environment in which they live and the culture surrounding them impacts their lives. They will discuss and reflect on how conflict is essential for our personal growth. All language standards will be addressed both explicitly and through students' authentic writing.
Standard(s):	Reading RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Writing 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.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.7 : Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 : Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

	Language L.6.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). 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. 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).
Essential Question(s):	● What motivates people to take action and how do they inspire us to take action? ● What are the common traits of people who use their voice to change the world? ● How does our environment impact our lives?
Enduring Understanding(s):	● By finding and using our voices, we can change our world. ● Finding your voice often requires courage to persevere and push through external and internal doubts. ● Our environment can have both positive and negative impacts on our lives and who we become.

Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	● Traits of a change-maker ● Voice (your voice vs author's perspective) ● Local and global issues (ex. water pollution) ● Research techniques, including evaluating sources, using databases, executing effective Internet sources, selecting and citing credible evidence, etc. ● Central idea ● Citation of text ● Introduction, illustration, and elaboration of an important individual, event or idea ● Examples and anecdotes ● Integration of information in different media, including infographics, maps, photographs, charts, etc. ● Claims and their supporting evidence and reasons ● Activism	● Determine important information and central ideas and identify details that help convey those ideas ● Synthesize researched information orally ● Identify and use own unique voice ● Present ideas and assertions ● Cite textual evidence to support both explicit and inferred conclusions ● Objectively summarize a text ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text ● Recognize examples and anecdotes as forms of development of an idea ● Integrate information from different media in order to more fully understand a concept ● Trace claims and their supporting evidence
Writing	● Informative and explanatory text structures ● Topics ● Organizational strategies, including definition, classification, comparison/contrast, and cause/effect ● Formats ● Graphics ● Development of ideas using definitions,	● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Introduce topics in a logical and compelling fashion

	concrete details, quotations, and examples • Transitions • Precision of language to best explain the topic or inform the reader about the topic • Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures • conclusion/concluding statement • Research techniques, including evaluating sources, using databases, executing effective Internet sources, selecting and citing credible evidence, etc. • Paraphrases and direct quotations • Plagiarism	• Use organization strategies and structures that make the most sense for the purpose of the writing • Format text correctly and appropriately • Incorporate graphics that enhance the information and explanations for the reader or listener • Use transitions effectively to connect ideas and create a sense of flow • Identify and use the most precise language to convey complex ideas • Write using the formal style of English • Create a strong conclusion that compels the reader or listener toward action • Use various research techniques effectively • Paraphrase and directly quote information from credible sources correctly so as to avoid plagiarism
Speaking & Listening	• Claims that shape the argument or presentation • Findings and evidence that support the claims • Logical sequence of ideas so the listener can easily follow the argument or presentation being made • Descriptions, facts, and details that will accentuate the main idea of the speech or presentation • Appropriate eye contact to connect with the audience and draw them into the	• Give a speech or formal presentation of claims, ideas, and findings • Choose facts and details to support claims • Choose visuals to accentuate the presentation • Use a logical sequence of ideas so the listener can easily follow the argument or presentation being made • Make appropriate eye contact to connect with the audience • Use adequate volume to allow all listeners to fully participate

	presentation • Adequate volume to demonstrate confidence in the knowledge being presented and to allow all listeners to participate fully • Clear pronunciation • Effective pacing	• Enunciate clearly to avoid confusion • Pace the speech or presentation effectively to allow the audience to fully absorb the message in its entirety
Language	• Pronouns/vague pronouns • Antecedents Academic Vocabulary examples: anonymous, debate, defy, edict, pseudonym Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year): interpretation, introduction, logical sequence of events, mental picture (writing), multi-paragraph, multiple meanings, observation, organize/organization, paraphrase/paraphrasing, plagiarism/plagiarize/plagiarizing, point of view/viewpoint, precise/specific language, presentation, punctuation/punctuated, purpose for writing (explanatory, argumentative, narrative writing), quotation/quoting, thesis/controlling idea, tone, topic, transitions/transition	• Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) • Form and use appropriate academic vocabulary when reading, writing, and speaking.

	words/phrases, trustworthy source(s), visualize, website Generative Vocabulary: ● Act- (Latin) - Meaning "to do" or "to perform" ● Agon- (Greek) - Meaning "struggle" or "contest" ● Dyna- (Greek) - Meaning "power" or "force" ● Eth- (Greek) - Meaning "character" or "custom" ● Stance- (Latin) - Meaning "position" or "posture" ● Voc- (Latin) - Meaning "voice" or "call"	
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