Ledyard Public Schools

CCSS

Grade Six

English Language Arts Curriculum

"The mission of Ledyard Public Schools is to ensure a culture of excellence that maximizes student achievement, develops skills for life-long learning, and prepares students to be productive and responsible citizens in a global society."
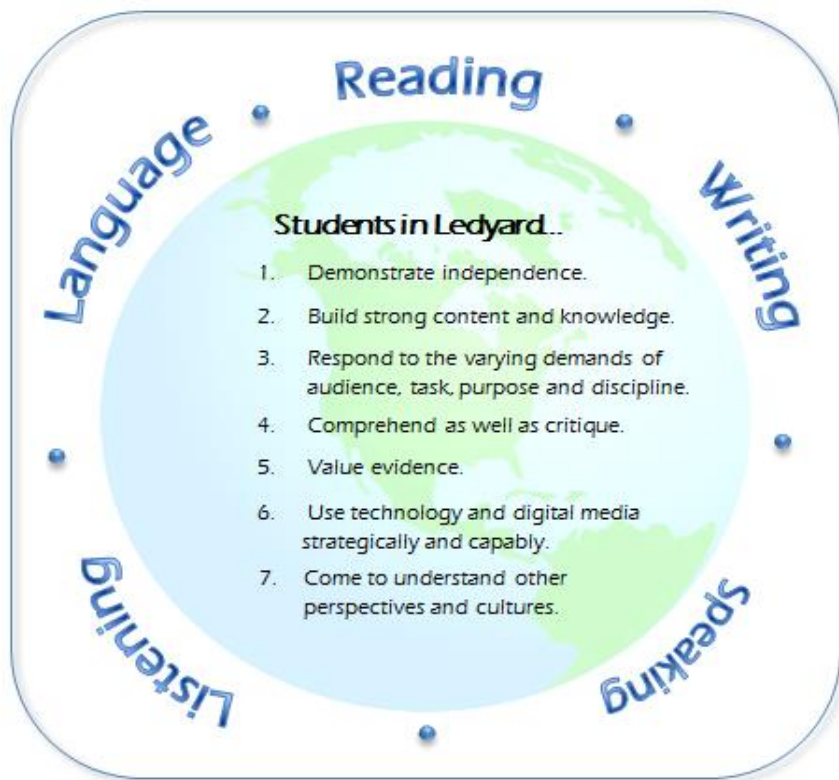
English Language Arts Philosophy

Language Arts is at the foundation of all learning. Therefore, it is a priority of Ledyard Public Schools Educators to develop all aspects of language arts including Reading, Writing, Speaking and Listening, and Language Skills in an integrated way using a variety of instructional strategies, experiences and resources. Our goal is to graduate students who are college and career ready, who think critically and communicate and express themselves clearly, and who are motivated to apply what they have learned independently and collaboratively in a variety of contexts and settings throughout life. We must be visionary in our approach to language arts instruction and vigilant in our pursuit of best practices based on current research. Through the implementation of the Common Core State Standards, students will compete in a global society where they meet the demands of the twenty-first century. Toward that end, Ledyard Public Schools will continue to provide ongoing communication to all families regarding student expectations and student achievement. As a community of learners in pursuit of excellence, we embrace beliefs and practices that ensure success for all.

Grade Six
English Language Arts

Overview:
The curriculum is an inclusive set of intentionally aligned components-clear learning outcomes with matching assessments, engaging learning activities, and instructional strategies-organized into sequenced Units of Study. These Units of Study serve as both the detailed *road-map* and high quality delivery system for ensuring all students achieve the desired end: The attainment of their designated grade specific standards.

Reading

Language

Writing

Listening

Speaking

Students in Ledyard...

1. Demonstrate independence.
2. Build strong content and knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

This curriculum is aligned to the Common Core State Standards for English Language Arts, adopted by the State of Connecticut in July of 2010. The *Standards* themselves prepare students to be College and Career Ready (CCR) in Reading, Writing, Speaking and Listening. The College and Career Readiness *Anchor Standards*, the "backbone" of the Standards, describe the literacy skills which all students need when they graduate. The *K-12 Grade-Specific Standards* describe the literacy skills, corresponding to the CCR Anchor Standards by number. The *K–12 Grade-Specific Standards* define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The Ledyard Public Schools K-8 English Language Arts curricula infuse critical 21st Century Learning Skills which will ultimately provide students with the essential skills for success in a global society. These skills include Teamwork and Collaboration, Initiative and Leadership, Curiosity and Imagination, Innovation and Creativity, Critical Thinking and Problem Solving, Flexibility and Adaptability, Effective Oral and Written Communication as well as Accessing and Analyzing Information.

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6-8 CCR Anchor Standards:
The 6-8 *CCR Anchor Standards* are an integrated model of literacy containing four strands: *Reading* , *Writing*, *Speaking and Listening* and *Language*. Media requirements are blended throughout the standards.

College and Career Readiness Anchor Standards for Reading for Literature and Informational Text
The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10.   Read and comprehend complex literary and informational texts independently and proficiently.

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Reading Standards: Foundational Skills
NA

College and Career Readiness Anchor Standards for Writing

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

College and Career Readiness Anchor Standards for Language

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

6. 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.

College and Career Readiness Anchor Standards for Speaking and Listening

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
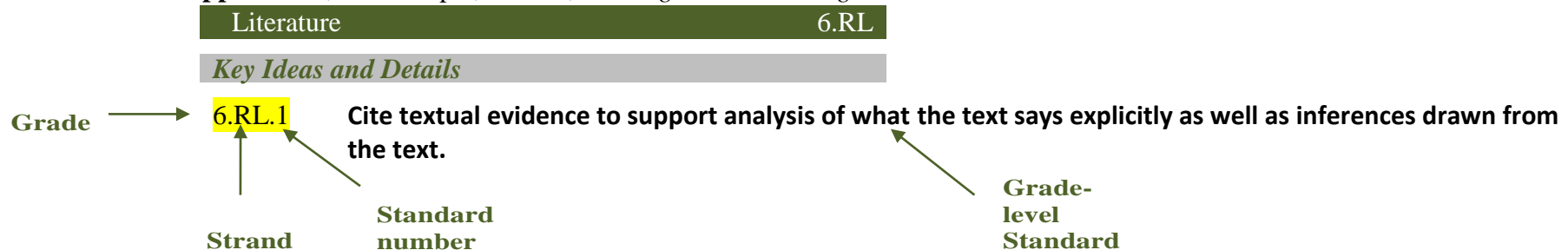
Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade-Specific Standards: Refer to Appendix A

Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable) and are located in **Appendix A**; for example, **6.RL.1**, means *grade 6, Reading Literature, standard 1*.

Literature	6.RL

Key Ideas and Details

Grade → 6.RL.1 **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Strand **Standard number** **Grade-level Standard**

Note for Coding: Any standard that is highlighted in yellow indicates if that standard is either new or if there is an increase in rigor.
Pacing Guide, Glossary of Terms for Unit Components: Refer to Appendix A

Grade Six English Language Arts
Unit 1 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #1 – The Making of a Good Story / A Study of Narrative Text
Pacing	30 days (5 reteach/enrichment days)

Unit Summary
Students will read and analyze a variety of literary text, including personal narratives, fiction, poetry and drama, to determine how specific parts of a text contribute to the overall development of the text. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student generated writing to help students value and apply those narrative elements in their own writing. At the end of the unit, students will compose a narrative piece that demonstrates their understanding of story elements (i.e., plot, character, conflict, setting and theme). Finally, students will also have opportunities to engage in collaborative discussions in order to gain a deeper understanding of what makes a story worth reading. **Note**: During the 2020-2021 school year, students will be given a pre assessment at the beginning of unit 1 that will identify strengths and weaknesses for the upcoming fiction units.

Priority and Supporting CCSS **Note**: The following standards are overarching standards and are found in all grade six units of study: RL.10, RI.10,W.4,W.10, SL.1, SL.6, L.6.
CCR.6.RL.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR.6.RL.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.** **CCR.6.RL.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.** **CCR.6.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** **CCR.6.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

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Unit 1 Reading and Writing

CCR.6.W.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.

CCR.6.SL.1b FOLLOW rules for collegial discussions, SET specific goals and deadlines, and DEFINE individual roles as needed.

CCR.6.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

CCR.6.RL.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.6.W.3a 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.

CCR.6.W.3c USE a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCR.6.W.3d USE precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCR.6.W.3e PROVIDE a conclusion that follows from the narrated experiences or events.

CCR.6.SL.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.

CCR.6.SL.1a 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.

CCR.6.SL.1c POSE and RESPOND to specific questions with elaboration and detail by MAKING comments that contribute to the topic, text, or issue under discussion.

CCR.6.L.1a ENSURE that pronouns are in the proper case (subjective, objective, possessive).

CCR.6.L.1b USE intensive pronouns (e.g., *myself, ourselves*).

CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.6.L.2b SPELL correctly.

CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.6.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.1 ● Prediction ● Inference	**RL.1**	3,4

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● Conclusion	**CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	
RL.3	**RL.3**	
● Literary Text features	**IDENTIFY** (story elements including changes in setting and how the plot unfolds)	1,2
● Story Elements	**IDENTIFY** (character types and roles)	1,2
○ Plot Structure (rising action, climax, falling action, resolution)	**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)	1,4
○ Episodes		
○ Conflict (man vs. man, man vs. nature, etc.)		
○ Character types (e.g., flat/round) and major character roles (major/minor, protagonist/antagonist, hero/villain)		
● Drama Elements		
○ Acts		
○ Scenes		
○ Dialogue		
● Character's actions and motivations		
RL.5	**RL.5**	
● How to analyze	**IDENTIFY** (text structures and purpose)	1
● Various text structures (e.g., sentence, chapter, scene, stanza)	**IDENTIFY** (text theme)	1
● Relationships between parts of a text and whole (as indicated by text feature and structures)	**DESCRIBE** (connection between text structure and the text's purpose and theme)	1
	EXPLAIN (how structure enhances the text's purpose and theme)	2
● Literary Elements (e.g., setting, plot, theme)		

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	ANALYZE (how a particular sentence, chapter, scene or stanza fits into the overall structure of a text)	4
	ANALYZE (how a particular sentence, chapter, scene or stanza contributes to the development of the theme, setting or plot)	4
W3 ● Narrative writing ● Topic ● Awareness of audience ● Purpose ● Events ● Sequence of events	**W3** **WRITE** (narratives to develop real or imagined experiences or events) **USE** (effective techniques, relevant details, and well-structured event sequence)	6 3

W.3b
● Literary techniques
   ○ dialogue
   ○ pacing
   ○ description
● Elaboration
   ○ relevant, concrete examples
	W.3b
	USE (narrative techniques such as dialogue, pacing and description)
	DEVELOP (experiences, events, and/or characters)
		3
		
		6

W.5 ● Writing process ● Forms for planning ● Revising techniques ● Editing rules	**W.5** **DEVELOP/STRENGTHEN** (writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support)	5,6
SL.1b ● Rules ● Discussion/deadlines ● Goals/roles	**SL.1b** **FOLLOW** (rules for collegial discussions) **SET** (specific goals and deadlines) **DEFINE** (roles as needed)	3 3 2

Grade Six English Language Arts
Unit 1 Reading and Writing

Essential Questions	Corresponding Big Ideas
1. What makes a story worth reading? 2. How do we engage in collaborative discussion?	1. Writers depend on a variety of narrative elements and techniques to craft a good story. 2. Clear rules, roles and goals support collaborative discussion.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit:
- Describing how a plot unfolds and how characters respond or change throughout text
- Analyzing structures of texts and how they contribute to theme, setting and plot
- Relationships between parts of a text and whole
- Writing narratives using effective techniques, descriptive details and well-developed sequence

Activities:

Notes to teachers:
1. During the first unit, create reading expectations and establish routines with students. Teach procedures for keeping track of their volume of reading and begin to create reading goals.
2. The following lesson from the CROSSWALK Coach addresses the following standards and can be embedded throughout the unit: Lesson 1, pages 22-28 (RL.3) and *The Day Book* Teacher's Guide Unit 3 "Making Connections", pages 42-56.

3. Throughout the unit, emphasize vocabulary, unknown words and multiple meanings (e.g., Tier II pre-teaching, vocabulary mapping, analogies).

● The students will 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. Students will 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. **Note:** Students will be informed they will be expected to use these elements of a story or drama in a written narrative piece.

  ○ As a pre-assessment, students work independently, with a partner or in small groups to discuss what they already know about literary elements. Possible inquiry based activity could be for students to complete a vocabulary knowledge rating scale or to work with a partner or a small group to match the literary term to the definition and or sample from a text (i.e., conflict definition sample of conflict from text).

  ○ Review text structures (part to whole) which can be found in *CROSSWALK Coach*, Lesson 5, pages 46-51.

  ○ Using a model text, define plot structure including the beginning, rising action, falling action, climax, falling action and resolution. This situation causes a *conflict.* **Conflict:** caused by external or internal forces. Discuss typical types of conflict: character vs. character, character vs. nature, etc… and how characters that experience these types of conflicts may act or speak about the conflict to other characters or how the conflicts advance the story events, pushing characters to a critical point in the story. Use plot mountain. **Note**: See *Reader's Handbook* page 369.

  ○ Model and provide time for students to participate in small group discussions where they analyze the roles of characters (i.e., major or minor, protagonist or antagonist) from stories they have read, listened to or watched. Emphasis should be on characterization (see vocabulary section) including what the characters are thinking, saying (dialogue), doing and feeling, how they are changing and their relationships with one another (See discussion and journal entries to assist in creating text dependent questions). Students should cite textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text focusing on character development or specific character traits connected specifically to the plot. Students can independently complete graphic organizers or additional characterization charts: (See Supporting Materials section for additional ideas)

● Read Jacqueline Woodson's memoir *Brown Girl Dreaming:* Students will look at a timeline of black rights in America and have a discussion on her experience of growing up black in southern vs northern America in the 1960s. Read and discuss *Sister Anne's Hands* by Mary Beth Lorbiecki (story of a white girl in the 60s who has a black teacher for the first time)

Graphic Organizer Example 1 Teacher Anchor Chart

Protagonist	Antagonist
● Central Character ● Person on whom action centers and may undergo a change ● Character who pushes the action forward ● Character who attempts to accomplish something ● Usually seen as a good person (hero/heroine)	● Character or force that holds action back ● Character who wants something in opposition to the protagonist ● Usually seen as a bad person/force or villain

While reading, begin to create a list of those Antagonist and Protagonists noting the characteristics of each and linking to the use of dialogue. Lead classroom discussions around the types of characters found in text that students are reading and the characters' use of dialogue and how the dialogue impacts the story (style and narrative strategies):
- *How does the character see him or herself? What details in the text prove this?*

- Choose a decision that the protagonist or antagonist made that you disagree with. Write them a letter explaining what you think they should have done instead.
- Begin to discuss the theme or the writer's message focusing on what the characters do or say that relates to the **theme** or what important lessons about life do readers learn based on the character's actions?
  - *Was there a sense of humor or sarcasm anywhere in the story? If so, where was it used and how does it impact the tone of the story?*
  - *What is the overall theme of the story? What evidence from the text supports this theme?*
  - As students demonstrate understanding of elements of narrative texts during independent reading, use a more complex text to model and provide opportunities for students to discuss how authors use different approaches to issues of time in a narrative text related to the events:
    - **Flashbacks:** provides the reader with information that will help him/her understand setting, characters or conflict. Students should recognize the use of transitional words or text features that are used to signal a flashback. *How does flashback help to set the tone of the story/scene?*
    - **Foreshadowing:** hints or clues in a text that suggest what may occur later in the sequence of the narratives events. It helps to create tension as the reader anticipates what will happen. *Based on the (details in the passage or scene), what do you think the author is trying to foreshadow?*

○ Discussion/Journal Entries:
  ➔ *How does the title of the text (shape or contribute) to the meaning or purpose of the text?*
  ➔ *How does the plot develop over the course of the text?*
  ➔ *What does the first paragraph uncover about the (plot/narrator/character)?*
  ➔ *How does (event) change or influence the character?*
  ➔ *How does the author develop the relationship between characters?*
  ➔ *What does the (dialogue) reveal about the relationships between (character A and character B)?*
  ➔ *How did (character) create conflict in the story? How was he or she affected as a result of the conflict?*
  ➔ *How do the main events change the character's actions/thoughts/behaviors?*
  ➔ *How do the main events contribute to the development of the plot?*
  ➔ *How does the author develop (the idea) over the course of the text?*
  ➔ *How does the main character change throughout the story/drama and why? Use details from the story/drama to support your answer.*
  ➔ *What was a significant event in the story? How did the characters change as a result of the change?*
  ➔ *How did the change of setting influence the plot?*

Toward the end of the unit, students will apply the narrative elements learned to their own independent writing.Possible Independent Activities or ways to assess student understanding. Teacher created rubrics should be reviewed with students prior to task to clarify student expectations:

● Write scenes to show the elements/development of plot (i.e., Given an exposition and rising action students will write climax, falling action and resolution.)
● Rewrite a passage from a short story adding narrative elements.
● Write a full narrative using narrative elements.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary
Affix- a group of letters added to the beginning or end of a word that changes the meaning of the word

Analyze- to separate into parts on order to determine what something is or how it works
Antagonist- the person that works against the hero of the story
Audience- the person or group for whom a selection is written or performed
Central idea- what the text is mainly about
Climax-the high point in the action of the story
Characterization- techniques a writer used to create and develop a character by what: he/she does or says (character interaction/action) other characters say about him/her, or how they react to him/her (character relationship) the author reveals directly or through a narrator
Concluding section- final section in a written piece
Conclusion- a judgment that can be made by reasoning
Conflict/Tension- a problem or struggle between two opposing forces
character vs. character- a problem between two characters
character vs self- a problem within the character's own mind
character vs. society- a problem between a character and society, law or tradition
character vs. nature- a problem between a character and an element of nature (i.e., hurricane, blizzard)
Description- a type of writing with the purpose of providing information in such a way that a person, place or thing can be seen in the reader's mind
Dialogue- a direct conversation between characters
Drama- a written work that tells a story through action or speech and is meant to be acted out
Draft- a first or preliminary form of any writing, subject to revision, copying, etc.
Edit- to correct a written work, checking for grammar, spelling or punctuation errors
Elaborate- to extend ideas through the use of facts, descriptions, details or quotations
Event Sequence/Logical Progression of Ideas- the order in which events occur
Evidence- information an author provides to support a text including examples, anecdotes, etc…
Exposition- the part of a story in which the characters are introduced, the background is explained and the setting is described
Flashback- when the present action in a story pauses to describe an earlier event
Foreshadowing- a clue about what is going to happen later in the story
Humor- the quality of a text that makes the character and/or situations seem funny or amusing
Imagery- the use of words to appeal to the senses to help the reader imagine how something looks, smells, sounds or feels
Introduction/Beginning- information is given about the characters, their location and the situation in which they find themselves which usually causes a conflict; the opening sentence or paragraph of written work in which the writer captures the reader's attention and/or presents a thesis statement to be developed in the writing
Lead- the beginning that establishes the direction for writing; meant to "hook" the reader
Literary text- a written work, such as a novel, poem or play

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Unit 1 Reading and Writing

Narrative - a story or description of events that may or may not be true
Mood - the feeling
Pace- the tool that allows writers to fashion the speed at which their texts are going to be read
Plan- a step in the writing process used to make decisions about the content of the piece
Plot - the plan, scheme, or main story of a literary or dramatic work/the series of related events that build toward the climax of a story
Precise Language- words that indicate exactly what the author wishes to convey, bringing images in a text to life
Protagonist- the main character in the story, often a good or heroic type
Publish- the final step in the writing process when the writer shares the work with others
Purpose- the intended or desired result of a piece of written or spoken material
Resolution/Resolve- the part of the story in which the problems are solved and the action comes to a satisfying end; an outcome or result of a situation or sequence of events
Revise- a step in the writing process used to correct or improve the original work
Rising Action- the central part of the story during which problems arise after a conflict is introduced
Root Word- the base of a word to which prefixes and suffixes may be added, forming a new word with a different meaning
Sensory Language/Details- words in a description that uses the five senses
Setting- the time and place of a literary work
Stanza- a group of lines forming in a poem; a verse.
Suspense- a feeling of excitement, curiosity or expectation about what will happen
Textual evidence- words from the text that show, prove, or give reasons for making a judgment
Text Structure- the way an author chooses to present information (sentence, chapter, scene, paragraph, stanza)
Theme- an idea that recurs in or pervades in literature; the message the writer is trying to convey through the story about life
Topic- the main thought or subject of a written work
Transition- words, phrases and clauses that connect or move ideas from one subject to another

Assessment	Performance Task
Formal ● Unit 1 District Assessment ● MAP ● Rubrics **Informal** ● Running Records	Optional: Students will write a personal narrative. ● Rubric

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● Rubrics and Self-reflections ● Teacher Observation ● Student Conferences ● Student Work from Unit Activities (e.g., Graphic Organizers and Quick Assesses from The Daybook) ● Writing Samples including Brief Writes

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional Resources ● Supporting Documents ○ Digital Literacy Notebook ● Student Work ● Leveled Books: (i.e., Book Treks) ● Collection of Full Texts ● Plot Mountain ● Story Elements ● *Daybooks* by Great Source (includes CD Rom) ● *Sourcebooks* by Great Source ● *The Reader's Handbook* by Great Source ● *Crosswalk Coach* **IAB Practice Questions for Unit 1** **Anchor Texts for Personal Narratives/Memoirs:**	Scholastic Scope https://www.commonlit.org/ www.readworks.org www.ereadingworksheets.com http://www.americanliterature.com/sstitleindex.html Achieve the Core

- *Crow Call* by Lois Lowry
  - Pair with *Looking Back* by Lois Lowry
  - Crow-call (Achieve the Core)
- *A Day at the Zoo* by Jack Prelutsky
- *Brown Girl Dreaming* by Jacqueline Woodson
- *The Scent of Memory* by Christopher Ford
- *Sister Anne's Hands by Mary Beth Lorbiecki*
- My Freedom Trip by Frances and Ginger Park
- *The Jacket* by Gary Soto
- *Inside Out and Back Again* by Thanhha Lai
  - Pair with *A Different Pond*

Additional Optional Memoir/Personal Narrative Suggestions:
- Published student writing in the Connecticut Student Writers Magazine
  - *My First 500* by Pema Kennedy
- *The Follower* by Jack Gantos
- *Fundamentals of Writing* Unit Mentor Texts:
  - *Boy: Tales of Childhood* by Roald Dahl
  - *Guys Write for Guys Read* by John Scieszka (Ed.)
  - *Looking Back* by Lois Lowry
  - *My Freedom Trip* by Frances and Ginger Park
  - *Sister Anne's Hands* by Mary Beth Lorbiecki
  - *Skin Deep and Other Teenage Reflections* by Angela Shelf Medearis
  - *When I Was Your Age, Vol. 1* by Amy Ehrlich (Ed.)

Teacher Resources
- Digital Notebook
- Thinking Verbs List (Revised Bloom's)
- *Fundamentals of Writing*: Personal Narrative
- *Teaching Middle School Writers* by Laura Robb

● *Empowering Writers* materials ● *Writer's Express* ● *The Reader's Handbook* Teacher's Guide ● *Crosswalk Coach*

Multicultural Diversity	MPTN Connection
Personal Narrative Mentor Texts ● Read Jacqueline Woodson's memoir *Brown Girl Dreaming* (author shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement) ● Read and discuss *Sister Anne's Hands* by Mary Beth Lorbiecki (story of a white girl in the 60s who has a black teacher for the first time) **Multicultural Fiction Texts Available for Independent/Choice Reading** ● *Cuba Fifteen* by Nancy Osa ● *145th Street* by Walter Dean Myers ● *The Rock and River* by Kekly Magoon ● *Numbering All the Bones* by Anne Rinaldi ● *Trouble Don't Last* By Shelley Pearsall ● *Sister* By Eloise Greenfield ● *The Slave Dancer* By Paula Fox ● *The Watsons Go To Birmingham* By Christopher Paul Curtis ● *Stanford Wong Flunks Big-Time* By Lisa Yee ● *Millicent Min Girl Genius* By Lisa Yee ● *Blood on the River Jamestown 1607* by Elisa Carbone	

When the Beat was Born DJ Hero and the Creation of Hip Hop by Laban Carrick Hill *Remember: The Journey to School Integration* by Toni Morrison - B*rown Girl Dreaming* by Jacqueline Woodson	

Interdisciplinary Learning

Grade Six English Language Arts
Unit 2 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #2 – Analyzing Craft and Structure / A Study of Word Usage
Pacing	30 days (5 reteach/enrichment days)

Unit Summary
Students will analyze fictional texts through an in-depth study of the author's use of word choice and word meaning and its intent including figurative language and connotative meaning. Students will interpret the author's point of view through pronoun usage and shifts. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student writing to help students further develop their ability to analyze the author's craft and write summaries. Students will also have opportunities to engage in collaborative discussions in order to gain a deeper understanding of what makes a story worth reading. Finally, as a culminating writing task, students will compose a letter to an author of their choice explaining how the author's craft has impacted them personally.

Priority and Supporting **CCSS** **Note**: The following standards are overarching standards and are found in all grade six units of study: RL.10, RI.10,W.4,W.10, SL.1, SL.6, L.6.
CCR.6.RL.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR.6.RL.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.** **CCR.6.RL.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.** **CCR.6.RL.6 EXPLAIN how an author develops the point of view of the narrator or speaker in a text.** **CCR.6.W.1c USE words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** **CCR.6.W.3b USE narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** **CCR.6.SL.1a COME to discussions prepared, having read or studied required material; explicitly DRAW on that preparation by referring to the evidence on the topic, text or issue to probe and reflect on ideas under discussion.** **CCR.6.L.1c RECOGNIZE and CORRECT inappropriate shifts in pronoun number and person.**

CCR.6.L.1d RECOGNIZE and CORRECT vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCR.6.L.1e RECOGNIZE variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CCR.6.L.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.
CCR.6.L.5a INTERPRET figures of speech (e.g., personification) in context.
CCR.6.RL.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCR.6.RI.4 DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCR.6.RI.6 DETERMINE an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCR.6.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.6.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.6.L.2b SPELL correctly.
CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
CCR.6.L.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.
CCR.6.L.4a 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.
CCR.6.L.5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.
CCR.6.L.5b USE the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCR.6.L.5c DISTINGUISH among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty)*.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.1 ● Prediction ● Inference ● Conclusion	**RL.1 CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	3,4

RL.2	RL.2	
• Theme	**SUMMARIZE** (theme/central idea)	2
• Supporting details/evidence	**DISTINGUISH** (between text facts and opinions)	4
• Characteristics of an effective summary	**DETERMINE** (a theme or central idea and how it is conveyed through particular details)	4
	PROVIDE (a summary of text distinct from personal opinions and judgments)	2,6
RL.4	**RL.4**	
• Literal meaning	**EXPLAIN** (how authors use language choices to create an effect)	2
• connotative meaning		
• word choice	**INTERPRET** (figurative language and literary device)	2
• Figurative meaning		
• Literary devices (e.g., alliteration, rhyme, repetition, dialogue)	**DETERMINE** (meaning of words and phrases)	4
• tone	**ANALYZE** (impact of word choice on meaning and tone)	4
• mood		
RL.6	**RL.6**	
• Author's Purpose	**EXPLAIN** (how an author develops the point of view of the narrator or speaker in a text)	2
• Point of view (first person, second person, third person omniscient)		
• Strategies for developing narrative texts (e.g., character development, dialogue)		
W.1c	**W.1c**	
· Words	**USE** (words, phrases, clauses)	3
· Phrases	**CLARIFY** (relationships among claim(s) and reasons)	2
· Clauses		
· Claim(s) and reasons		

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W.3b ● Topic ● Narrative techniques (e.g., dialogue, pacing and description) ● Elaboration of experiences, events and characters	**W.3b** **USE** (narrative techniques) **DEVELOP** (experiences, events, and/or characters)	3 6
L.1c ● Pronoun shifts	**L.1c** **RECOGNIZE** (inappropriate shifts in pronoun number and person) **CORRECT** (inappropriate shifts in pronoun number and person)	1 3
L.1d ● Pronouns	**L.1d** **RECOGNIZE** (vague pronouns) **CORRECT** (vague pronouns)	1 3
L.1e ● Variations of English ● Strategies to improve expression	**L1.e** **RECOGNIZE** (variations from standard English in their own and others' writing and speaking **IDENTIFY** (strategies to improve expression in conventional language) **USE** (strategies to improve expression in conventional language)	1 1 3

L.4
● Cueing systems
   ○ Meaning (M) semantic
   ○ Structure (S) grammar
   ○ Visual (V) grapho-phonic
● Multiple meaning words
● Synonyms (for nouns, adjectives and adverbs)
	L.4
	DETERMINE/CLARIFY (meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content
	CHOOSE (flexibly from a range of strategies)
		4
		
		1

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● Antonyms ● Homonyms (its/it's, your/you're, know/no) ● Idioms **L.5a** ● Figures of speech (e.g., personification, metaphor, simile, idiom)	**L.5a** **INTERPET** (figures of speech)	4

Essential Questions	**Corresponding Big Ideas**
1. How do the words we choose and the language we use impact our writing? 2. Why do we break apart a text and examine its parts? 3. How does the correct use of pronouns make meaning clear? 4. How can a word reveal its meaning?	1. Writers keep readers focused and engaged by using effective word choice. 2. The analysis of the parts of a text leads to understanding the essence of the whole text. 3. Correct use of pronouns requires clear antecedents. 4. Word parts are clues to word meaning.

Standardized Assessment Correlations **(State, College and Career)**
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

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Grade Six English Language Arts
Unit 2 Reading and Writing

Learning Activities

Focus of Unit
- Determining figurative and connotative meanings; analyzing the impact on meaning and tone
- Explaining development of point of view
- Determining themes and summarizing
- Interpreting figures of speech
- Understanding and using pronouns appropriately and determining meanings of unknown words and words with multiple meanings

Reading
Notes:
1. The following lessons from the *CROSSWALK Coach* addresses the following standards and can be imbedded throughout the unit: Lesson 4, pages 40-45 (RL.4, L.5a), Lesson 2 pages 28-33 (RL.6) Lesson 23, pages 202-207 and *Day Book* Teacher's Guide: Unit 11 "Exploring Multiple Perspectives", pages 163-174.
2. Teachers should incorporate technology into their instruction, including listening to audio versions of text throughout the unit as part of classroom discussions.
3. Examine elements (e.g., word choice, sentence structure and sentence length) as well as literary devices using *The Reader's Handbook,* p. 151 and p. 403.
4. Grammar mini-lessons can be incorporated into writing with a focus on interpreting figures of speech and identifying and using strategies to improve expression in conventional language, *CROSSWALK Coach*, Lesson 24, pages 208-213.
5. Grammar mini lessons can be incorporated into reading and writing throughout the unit with a focus on **pronoun shifts** and use of **vague pronouns**, *Crosswalk Coach* Lesson 20, pages 184-189 and using Greek and Latin affixes and roots, Crosswalk Coach, Lesson 22, pages 196-201.

- Students will determine the meanings 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.

   o Model examples of connotations and denotations using *The Reader's Handbook*, student copy page 279 and teacher's guide pages 186-187. Provide opportunities for students to discuss, and possibly sketch, meanings of words. Discussion prompts throughout unit:
   - *What is the tone of the story? What word choices from the story support your thinking?*
   - *What does the author's word choice reveal about his/her attitude towards the topic? What examples from the text support your answer?*

o Lead a discussion on how to interpret figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) and how to differentiate between literal and nonliteral language using mentor texts. Provide opportunities for students to find examples from their own reading. Possible discussion and journal responses:
- *Which words help the reader understand the meaning of _____?*
- *How does figurative language impact meaning in a text?*
- *How do literary devices enhance and extend meaning in a text?*
- *Why does the author use _____? (insert literary device)*
- *How does specific language choices impact meaning and tone?*

o Model and discuss how to analyze the impact of figurative and connotative meanings within a text. Possible discussion and journal responses:
- *What is the impact of the word choice used in a paragraph/text?*
- *How does the use of the word _____ rather than _____ impact the image the author is creating of the main character?*

- Students will explain how an author develops the point of view of the narrator or speaker in a text.

  o Review with students author's purpose using *The Reader's Handbook,* p.391 and lead a classroom discussion around the author's point of view (e.g., define first person, third person, third person omniscient and third person limited). Share examples from *The Reader's Handbook*, pages 400-401. Additional Powerpoint on Author's Point of View can also be used to facilitate discussions and can be used as student charts for students to reference:
  http://www.slideshare.net/guest9113ffe9/point-of-view-1906081?related=2
  o Model for students how to determine the author's point of view using *Making Meaning* Unit 4: Week 2. (**Note**: Extension activities can be found on pages 171-172).
  o Using *The Reader's Handbook Lesson Plan* book, page 150, continue to build an understanding of point of view and its effect on the story by rewriting a short piece by changing its point of view. Continue to provide opportunities for students to read and determine point of view and its effects on the story. Discussion Prompts:
  - *What is the most likely reason why the author decided to tell the story from _____'s point of view and is it effective? Why or why not?*
  - *How does the author develop a point of view in the story? How do you know?*

- Students will 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.
  - As introductory lessons, follow *CROSSWALK Coach, Lesson 3,* pages 34-39 and *Day Book Teacher's Guide, Lesson 15, page 53 on "Plot and Theme"* to introduce theme and central idea in both literary and informational text modeling how to find examples of finding evidence in the text that demonstrate theme. Begin an anchor chart that represents Books Read and Themes (e.g., Nancy Boyles *More Great Answers* p. 67 and 68). **Note**: Build a theme wall for independent reading (Nancy Boyles *More Great Answers* p. 78) and/or have students create a theme chart in their response journal. Students can use this theme chart as reference throughout the unit.
  - Lead a class discussion around what makes a good summary, including the importance of providing a summary of the text distinct from personal opinions or judgments. Model and provide opportunities for students to read and distinguish important and supporting ideas in a text. Use the following lessons from *Making Meaning:* **Note**: Discuss overall themes and central ideas during these lessons.
    - ❖ Unit 8, Week 2, Days 1-4, pages 444-459
    - ❖ Unit 8, Week 4, Days 1–4, pages 480-500

  - Provide opportunities for students to continue to conduct close readings of short text (e.g., Articles from *Toolkit Texts:* Education Is Our Hope, Basketball Without Borders, Petticoat Vote, Daybook texts on theme, *Twists*) in which they mark the text for important information related to theme or central ideas. Students can meet in small groups to discuss their reading and to provide oral and/or written summaries. **Note**: See *Making Meaning,* Unit 8, Week 5 for additional ideas.
  - Discussion Prompts and Journal Entries:
    - *What is the theme of _____? What details in the story/poem/drama help the reader determine this theme?*
    - *What is the central idea of _____? How does the author convey that central idea?*
    - *How does the author of _____ help the reader understand the theme? What details from the story support your answer?*
    - *How does the author use the way _____ responds to his situation to develop the theme of the story?*
    - *Summarize the information in the article.*

Additional Activities: *(revised 10/21)*

- Read **"Thank You Ma'am" by Langston Hughes** and discuss the Harlem Renaissance and life for black people in America at that time Discuss the characters' motivation and actions. Use for practice with plot structure and character development. Pair with Langston Hughes' poem **"Mother to Son"** about the experiences of growing up black.
- Discuss Langston Hughes as a writer: Langston Hughes was an African American writer who sought to portray the joys and hardships of working-class black lives.

- -Read "**Abuela Invents the Zero**" by Judith Ortiz Cofer
- Born in Puerto Rico in 1952
- Spanish is her first language
- Wrote about the experience of being Puerto Rican
- Discuss the character's background and motivation for her actions (She is embarrassed by her Puerto Rican grandmother and must come to terms with her heritage and accept her culture within the American culture that she is pressured by)

- Read a story called "**Baseball Saved Us**" by Ken Mochizuki about Japanese Americans who were taken from their homes and placed in internment camps during WW2 because of racist laws. The main character faces racism before and after camp.
- Look at images and discuss the harsh treatment of these people because of their race
  https://docs.google.com/presentation/d/1SoujB52czEAoX7mqDYGHaC14lp-Y6OJlVpoj8P9Vkwg/edit#slide=id.p
- Watch George Takei discuss his experience as a Japanese American: https://www.youtube.com/watch?v=zX0rsEb3qds
- Read and discuss an article called "Betrayed By America" that details the atrocities that Japanese Americans endured during WW2
  https://scope.scholastic.com/issues/2016-17/040117/Betrayed-By-America.html
- Look at letters from the internment camps: "Today was supposed to be my graduation" Pair with poem *"**Children of Camp**"* by Lawson Fusao Inada and fiction novel *Weedflower* by Cynthia Kadohata
  o Possible Independent Activities and/or ways to assess student understanding. Use teacher created rubric that is presented to students prior to task to clarify student expectations:
  - Students meet in small groups to compare and contrast authors' style (could be different authors depending upon availability of resources).
  - Write a letter or diary entry with a different perspective from another character or inside/outside of the story.
  - Write questions that you would ask the narrator of the text. If there is a character that you really know well, write a journal entry in the same point of view and style as an author.
  - Mock debates from two different characters in a story or drama.
  - Students will apply the narrative elements learned to their own independent writing.
  - Based on the survival theme, create a survival guide.
  - Find other examples of books that demonstrate the theme, compare and contrast the books
  o As an end of unit writing assessment, students will select a fiction piece and will then write a letter to the author explaining how the author's narrative techniques impacted them, citing specific literary elements and word choice. *See Teacher's Guide for Letters about Literature*

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Action- real or fictional events that compromise the subject of a novel, story, poem or play
Audience- the person or group for whom a selection is written or performed
Author's purpose- the reason(s) author has for writing a selection; to inform, to entertain, or persuade
Central idea- what the text is mainly about
Clause- a group of words having its own subject and predicate but forming only part of a complete sentence
Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities
Dash- a punctuation mark used to show a pause, break, or omission, or to set off part of a sentence from the rest
Denotation- the objective meaning of a word independent of other associations the word calls to mind
Description- a type of writing with the purpose of providing information in such a way that a person, place or thing can be seen in the reader's mind
Dialogue- a direct conversation between characters
Drama- a written work that tells a story through action or speech and is meant to be acted out
Ellipsis- a punctuation mark used in writing to show the omission of a word or phrase
Event sequence- the order in which events occur
Evidence- information that shows, proves, or gives reasons for making a judgment
Figurative language- words that create images using language that has a deeper meaning than what the actual words express
Figure of speech- an expression in which words are used in unusual or non-literal ways to create vivid or dramatic effects
Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader
Multiple Meanings- a word that can mean more than one thing depending on the context it is used in
Narrative- a story of description of events that may or may not be true
Narrator- a person who narrates something, especially a character who recounts the events of a novel or narrative poem
Phrase- a group of words that has meaning but is not a complete sentence
Pronoun- a word that takes the place of a noun
Purpose- the intended or desired result of a piece of written or spoken material

Grade Six English Language Arts
Unit 2 Reading and Writing

Sequence- the order in which events or ideas are arranged
Summary- a shortened version of something that has been said or written, containing only main points
Textual evidence- words that show, prove or give reasons for making a judgment
Theme- an idea that recurs in or pervades in literature; the message the writer is trying to convey through the story about life
Tone- the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of literary work
Word choice- the words or phrases selected by an author to convey his or her meaning

Assessment	Performance Task
Formal ● End of Unit 2 Assessment ● Rubrics **Informal** ● Running Records ● Rubrics and Self-reflections ● Teacher Observation ● Student Conferences ● Student Work from Unit Activities ● Writing Samples including Brief Writes	Optional: Students will write a fiction story, employing the author's craft learned in this unit. ● Rubric Optional: Letters About Literature Contest ● Students write a letter to an author explaining how their narrative writing impacted them

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

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Unit 2 Reading and Writing

Resources	Technology Resources

Instructional Resources
 ● Supporting Documents
 ● Unit 2 IAB Questions
 ● Student Work Digital Literacy Notebook
 ● Collection of Full Texts
 ● Resources for Word Usage
 ● Point of View Activity
 ● Thank you Ma'am Plot and Character Analysis
 ● *Daybooks* by Great Source
 ● *Sourcebooks* by Great Source
 ● *The Reader's Handbook* by Great Source
 ● *CROSSWALK Coach*
 	
 Short Story Mentor Texts for Realistic Fiction
 ● *Thank You Ma'am* by Langston Hughes
     ○ Pair with Poem: *Life for Me Ain't Been No Crystal Stair* by Langston Hughes
 ● Baseball Saved Us by Ken Mochizuki
     ○ Pair with poem *"Children of Camp"* by Lawson Fusao Inada and fiction novel *Weedflower* by Cynthia Kadohata
 ● *Abuela Invents the Zero* by Judith Ortiz Cofer
 ● *Eleven* by Sandra Cisneros
     ○ Pair with poem *Changed* by Naomi Shihab Nye
     ○ Eleven Full Lesson Plan
 ● *The Big Day* in Twist Endings book
 	
 Short Story Mentor Texts for Fantasy/Science Fiction
 ● *All Summer in A Day* by Ray Bradbury
     ○ All Summer in a Day Full Lesson Plan
 ● *Zoo by* Edward Hoch
	Scholastic scope
	
	 https://www.commonlit.org/
	
	 www.readwritethink.org
	
	 www.readworks.org
	
	 www.ereadingworksheets.com
	
	 Author's Point of View:
	 http://www.slideshare.net/guest9113ffe9/point-of-view-1906081?related=2
	
	 https://www.youtube.com/watch?v=pv8HMBouN_s
	
	 www.readwritethink.org/lessons/lesson_view.asp?id=137
	
	 www.abcteach.com/directory/basics/writing/book_reports/
	
	 http://teacher.scholastic.com/writewit/bookrev/tips.htm
	
	 Achieve the Core

- [Autumntime](#) by Anthony Lentini

Additional Optional Fiction Novels:
- *Hatchet* by Gary Paulson
- *Pax* by Sara Pennypacker
- *Maniac McGee* by Jerry Spinelli
- *Stargirl* by Jerry Spinelli
- *Number the Stars* by Lois Lowry
- *Milkweed* by Jerry Spinelli
- *Harry Potter* Series by JK Rowling
- *Wonder* by RJ Palacio
- *I Survived* Series

Teacher Resources

- Thinking Verbs List (Revised Bloom's)
- *Fundamentals of Writing*: Personal Narrative
- *Teaching Middle School Writers* by Laura Robb
- *Writer's Express*
- *The Reader's Handbook* Teacher's Guide
- *CROSSWALK Coach*

Multicultural Diversity (new 7/2020)	MPTN Connections (new 7/2020)
-Read *Thank You Ma'am* **by Langston Hughes** ● Pair with Langston Hughes' poem *Mother to Son* about the experiences of growing up black -Read ***Abuela Invents the Zero*** by Judith Ortiz Cofer ● Born in Puerto Rico in 1952 -Read *Baseball Saved Us* by Ken Mochizuki about Japanese Americans who were taken from their homes and placed in internment camps during WW2 because of racist laws. The main character faces racism before and after camp. ● Pair with poem *"Children of Camp"* by Lawson Fusao Inada and fiction novel ***Weedflower*** by Cynthia Kadohata -Read *A Different Pond* about Vietnamese refugees ● Paid with novel in verse *Inside Out and Back Again* **Multicultural Fiction Texts available for Independent/Choice Reading** ● *Weedflower* by Cynthia Kadohata ● *Pink and Say* by Patricia Polacco ● *The Jacket* By Andrew Clements ● *The Golden Dream of Carlo Chuchio* by Lloyd Alexander ● *Day of Tears A Novel in Dialogue* by Julius Lester ● *America Street: A Multicultural Anthology of Stories* Edited by Anne Mazer ● *New Kids in Town: Oral Histories of Immigrant Teens* by Janet Bode ● *Sweet Clara and the Freedom Quilt* by Degorab Hopkinson ● *Finding Miracles* by Julia Alvarez	

- *Wings* By Christopher Myers
- *Esperanza Rising* by Pam Munoz Ryan
- *Ruth and the Green Book* by Calvin Alexander Ramsey

Interdisciplinary Connections

Grade Six English Language Arts
Unit 3 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #3 – Communicating for a Purpose/A Study of Text Structure and Central Ideas
Pacing	30 days (25 instructional days and 5 reteach/enrichment days)

Unit Summary
Students will compose an expository informational article that demonstrates their understanding of text structure, organization, central idea and specific word choice. Throughout the unit, the teacher will provide whole group instruction using mentor texts and student generated writing to help students further develop their ability to analyze the author's perspective and write objective summaries. **Note**: During the 2020-2021 school year, students will be given a pre-assessment at the beginning of unit 3 that will identify strengths and weaknesses for the upcoming nonfiction units.

Priority and Supporting CCSS Note: The following standards are overarching standards and are found in all grade six units of study: RL.10, RI.10,W.4,W.10, SL.1, SL.6, L.6.
CCR.6.RI.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR.6.RI.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.** **CCR.6.RI.4 DETERMINE the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings.** **CCR.6.RI.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.** **CCR.6.RI.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).**

CCR.6.W.2a 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.
CCR.6.W.2b DEVELOP the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCR.6.L.2a USE punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCR.6.L.3b MAINTAIN consistency in style and tone.
CCR.6.RI.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.
CCR.6.W.1b SUPPORT claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCR.6.W.2 WRITE informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCR.6.W.2c USE appropriate transitions to clarify the relationships among ideas and concepts.
CCR.6.W.2d USE precise language and domain-specific vocabulary to inform about or explain the topic.
CCR.6.W.2e ESTABLISH and MAINTAIN a formal style.
CCR.6.W.2f PROVIDE a concluding statement or section that follows from the information or explanation presented.
CCR.6.W.5 With some guidance and support from peers and adults, DEVELOP and STRENGTH writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.6.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.6.L.2b SPELL correctly.
CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
CCR.6.L.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.
CCR.6.L.4a 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.

Grade Six English Language Arts
Unit 3 Reading and Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 ● Prediction ● Inference	**RI.1** **CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	3,4
RI.2 ● Main idea and supporting details ● Types of text structure (e.g., sequence/chronological order, definition, description, comparison) ● Different purposes for graphic organizers based on text structure ● Characteristics of an effective unbiased summary for informational text	**RI.2** **RECOGNIZE** (how ideas are organized in informational text) **SUMMARIZE** (main ideas) **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)	2 4 4 2,6
RI.4 ● Word choice ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Mood ● Tone	**RI.4** **USE** (Context clues) **DIFFERENTIATE** (between literal and nonliteral language) **DETERMINE** (the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings)	3 4 4
RI.5 ● Textual evidence ● Author's purpose ● Central idea	**RI.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)	5

RI.9 ● Compare/contrast (e.g., a memoir written by and a biography on the same person). ● Author's purpose ● How to integrate information	**RI.9** **COMPARE/CONTRAST** (one author's presentation of events with that if another)	2
W2.a and W2.b ● Topic ● Relevant information (e.g., facts, definitions, details, quotations, examples) ● Organizational patterns ● Formatting devices (e.g., headings) ● Graphics ● Multimedia	**W2.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. **W.2b** **DEVELOP** (the topic with relevant facts, definitions, concrete details, quotations, or other information and examples)	3 4 3,6 6
L.2a ● Punctuation (e.g., commas, parentheses, dashes) ● Nonrestrictive/parenthetical elements	**L.2a** **USE** (punctuation) to set off nonrestrictive/parenthetical elements)	3
L.3b ● Style ● Tone	**L.3b** **MAINTAIN** (consistency in style and tone)	3

Essential Questions	Corresponding Big Ideas
1.What choices do authors use to make an intended effect? 2.What strategies do I use to help me determine words or phrases that I do not understand in order to help me understand how to read informational text?	Authors of informational text make choices about how to present information and key details on topics and events depending on their purpose.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Informational Texts)
● Comparing/Contrasting an author's presentation of events
● Central idea and summary free of opinions/judgments
● Determining figurative, connotative and technical meanings
● Introducing and developing a topic with organized ideas including the use of multimedia
● Using punctuation to set off nonrestrictive/ parenthetical elements
 	
  Notes:
  1. The following lessons from the *CROSSWALK Coach* addresses the following standard and can be imbedded throughout the unit: Lesson 9, pages 88-93, Lesson 21, pages 190 – 195 and *Day Book* Lesson 37 and 38, pages 121 – 125.
  2. Throughout the unit, students should practice to help them write short summaries.

3. During reading, students should be provided time to determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Discussion prompts could include: *Which words help the reader understand the meaning of _____ in paragraph _____? Which definition of _____ is used in paragraph ____? What does the author's word choice reveal about his/her attitude toward the topic? Use examples from the text to support your answer., What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text to support your answer.*

● Students will analyze one author's presentation of events with that of another while looking at the text structure and central idea.
   ❖ Model for students how to paraphrase using Google Slideshow (paraphrasing techniques). Students will practice paraphrasing and will evaluate each other's work. Provide opportunities for students to find the central ideas during reading. See the following resource: Determining Central Ideas and Writing of Summaries
   ❖ After teacher modeling, students will practice citing textual evidence from several sources using the RACE strategy (Restate the question, answer the question, cite the text evidence, explain your response). While researching and using different sources, students will determine what makes a source credible or not.
   ❖ Continue to model authors' different presentations of the same topic while also determining the text structure and central idea using a variety of mentor texts and short articles.
   ❖ Introduce the purpose of a feature article (e.g., to inform and to entertain). Model the ways to inform such as using data, quoting from experts, text structure. Model the ways to entertain such as use of figurative language, layout and design and descriptive writing. Using mentor texts, identify and analyze the various ways authors inform and entertain. Discussion prompts could include: *What makes that technique effective? Why do you think the author chose to explain it like that? How does that presentation of information help the author get their ideas across?*
● As an end of unit writing assessment, students will select a topic to write an informational expository article (i.e. feature article).

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Audience - the person or group for whom a selection is written or performed

Central idea- what the text is mainly about

Comparison writing - expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose

Connotation - the meaning of a word based on an association that is implied by the word's ideas or qualities

Dash - a punctuation mark used to show a pause, break, or omission, or to set off part of a sentence from the rest

Denotation - the objective meaning of a word independent of other associations the word calls to mind

Detail - specific information about the main idea

Edit - to correct a written work, checking for grammar, spelling, or punctuation errors

Elaborate - to extend ideas through the use of facts, description, details, or quotations

Evidence - information that shows, proves, or gives reasons for making a judgment

Figurative language - words that create images using language that has a deeper meaning than what the actual words express

Mood - the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader

Multimedia - the combined use of several media, such as sound, video or text

Non-restrictive/Parenthetical elements - a word, phrase or clause in a sentence that provides additional information but is not needed or does not limit the element modified

Paraphrasing - restating an author's ideas in different words

Parentheses - punctuation marks used to set off asides and explanations when the material is not essential

Plagiarism - the use of ideas or writings of another author, representing them as one's original work

Plan - a step in the writing process used to make decisions about the content of the piece

Point of view - the position of the narrator in relation to the story derived from the author's depiction of events and attitude toward the characters

Publish - the final step in the writing process when the writer shares the work with others

Purpose - the intended or desired result of a piece of written or spoken material

Reflection - considered thoughts on a topic

Revise - a step in the writing process used to improve the original work

Summarize - give a brief statement of the main points of (something)

Technical meaning - written or spoken material (with little or no figurative language) that relates to a specialized subject or field

Tone - the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of literary work

Topic - the main thought or subject of written work

Grade Six English Language Arts
Unit 3 Reading and Writing

Assessment	Performance Task
Formal ● End of Unit 3 Assessment ● SBAC Listening and Interpret IAB **Informal** ● Running Records ● Rubrics ● Teacher Observation ● Student Work from Unit Activities including Graphic Organizers ● Brief Writes ● Conferencing	Optional: students will select a topic to write an informational expository article (i.e. feature article). ● Rubric

Resources	Technology Resources
Instructional Resources ● Supporting Documents ● Unit 3 IAB Questions ● Central Ideas and Summaries ● What is a feature article? ● paraphrasing techniques ● RACE strategy **Anchor Texts:** ● Select article topics based on current events, student interest, and interdisciplinary connections ● Connect to grade six science and social studies topics ○ Wildfires	www.newsela.com www.scope.scholastic.com Smithsonian Teen Tribune National Geographic Achieve the Core

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- ■ [Australia's Wildfire Disaster Worsens in Record-Shattering Heat](#) By Washington Post, adapted by Newsela staff
- ■ [A billion animals caught in Australia's fires; some may go extinct](#) By Washington Post, adapted by Newsela staff
- ■ [Our Beautiful Town is Gone](#) from Scope
- ■ [Ted Talk by Paul Hessburg](#) on why wildfires have gotten worse

Fundamentals of Writing Mentor Texts:
- ● *The Greatest Moments in Sports* by Len Berman
- ● *Heroes of the Environment: The Stories of People Who are Helping to Protect Our Planet* by Harriet Rohmer
- ● *Real Kids, Real Stories, Real Change: Courageous Actions Around the World* by Garth Sundem
- ● *Rescues!* By Sandra Markle
- ● *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh
- ● *Tracking Trash: Flotsam, Jetsam and the Science of Ocean Motion* by Loree Griffin Burns
- ● *Whaling Season: A Year in the Life of an Arctic Whale Scientist* by Peter Lourie

Additional Text Suggestions:
- ● Toolkit Texts
- ● Other texts based on student interest
- ● Content area text
- ● *Fundamentals of Grammar and Conventions*
- ● *Sourcebooks* by Great Source
- ● *Reader's Handbook* by Great Source

Teacher	
- Thinking Verbs List (Revised Bloom's) *Fundamentals of Writing*: Feature Article *Teaching Middle School Writers* by Laura Robb *Writer's Express* *Reader's Handbook* Teacher's Guide *CROSSWALK Coach*	

Multicultural Diversity (new 7/2020)	MPTN Connections (new 7/2020)
Multicultural Nonfiction Texts available for Independent/Choice Reading: *Vision of Beauty* by Kathryn Lasky (An inspiring biography of a woman who rose from a bleak world of poverty and discrimination to unprecedented success as an influential businesswoman and philanthropist *The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (Russell Freedman shows readers a singer pursuing her art despite the social constraints that limited the careers of black performers in the 1920s and 1930s) *Kids on Strike* by Susan Campbell Bartoletti (From the coal mines of Pennsylvania to the cotton mills of New England, children worked long hours every day under stunningly inhumane conditions. After years and years of oppression, children began to organize and make demands for better wages, fairer housing costs, and safer working environments) *Through My Eyes* by Ruby Bridges (An icon of the civil rights movement, Ruby Bridges chronicles each dramatic step of this pivotal event in history through her own words) - A High School Student Gets A Hall Pass That Changes His Life - Going Home To Ecuador Part 1: Finding My People	

● [Lil Nas X Came Out, But Has Hip-Hop? Macho Culture is Slow To Change](#)	

Interdisciplinary Connections

Integrate topics from grade six science curriculum
- Energy transfer (Aug.- Nov.)
- Severe weather events can lead to loss of property and/or life. (Nov.-March)
  - Wildfires
    - [Australia's Wildfire Disaster Worsens in Record-Shattering Heat](#) By Washington Post, adapted by Newsela staff
    - [A billion animals caught in Australia's fires; some may go extinct](#) By Washington Post, adapted by Newsela staff
    - [Our Beautiful Town is Gone](#) from Scope
    - [Ted Talk by Paul Hessburg](#) on why wildfires have gotten worse
- Climate Change / Global Warming (Nov.-March)
- Cells and body systems (March-April)
- Genetics and Inherited Traits (May-June)

Integrate topics from grade six social studies curriculum
- Relationship between humans and the environment (Unit 1)
- Latin America (Central and South America) (Unit 2)
- Amazon Rainforest (Unit 3)
- Europe (Unit 4)
- Russia and Central Asia (Unit 5)

Subject(s)	English Language Arts
Unit of Study	Unit #4 – Finding the Evidence/A Study of Argumentative Text
Pacing	30 days (25 instructional days and 5 reteach/enrichment days)

Unit Summary
Using credible sources, students will compose an argumentative essay that demonstrates their understanding of the author's claims and reasons. Throughout the unit, the teacher will provide whole group instruction using mentor texts to help students further develop their ability to write arguments to support claims with clear reasons and relevant evidence. Students will have opportunities to evaluate how effective an author is in convincing an audience.

Priority and Supporting CCSS
Note: The following standards are overarching standards and are found in all grade six units of study: RL.10, RI.10,W.4,W.10, SL.1, SL.6, L.6.

CCR.6.RI.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCR.6.RI.6 DETERMINE an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCR.6.RI.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 an issue.
CCR.6.RI.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.
CCR.6.W.1 WRITE arguments to support claims with clear reasons and relevant evidence.
CCR.6.W.1b SUPPORT claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCR.6.W.1c USE words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCR.6.W.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCR.6.RI.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.
CCR.6.RI.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).

CCR.6.W.1a INTRODUCE claim(s) and organize the reasons and evidence clearly.

CCR.6.W.1d ESTABLISH and maintain a formal style.

CCR.6.W.1e PROVIDE a concluding statement or section that follows from the argument presented.

CCR.6.W.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.

CCR.6.SL.3 DELINEATE a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCR.6.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.6.L.2b SPELL correctly.

CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.6.L.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.

CCR.6.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 ● Prediction ● Inference ● Conclusion	**RI.1** **CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	3,4
RI.6 ● Author's purpose/Point of View ● Audience ● Strategies for developing view point (e.g., author's choices; what information should be included)	**RI.6** **DESCRIBE** (how the author's choices reflect his/her attitude, view point) **DETERMINE** (an author's point of view or purpose in a text and explain how it is conveyed in the text)	1,3 4

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RI.7 ● How to integrate information ● Media formats (e.g., visually, quantitatively) ● Topic ● Relevant vs. irrelevant information ● Print or digital sources/images/illustrations	**RI.7** **INTEGRATE (**information presented in different media or formats as well as in words to develop a coherent understanding of a topic or an issue)	4
RI.8 ● How to trace an author's argument and specific claims ● How to evaluate an author's argument and specific claims ● Main ideas and supporting details ● Reasons and examples ● Arguments ● Valid vs. invalid claims	**RI.8** **TRACE** (the argument and specific claims in a text) **EVALUATE** (the argument and specific claims in a text) **DISTINGUISH** (claims that are supported by reasons and evidence from claims that are not)	4 5 4
W.1, W1b and W1.c ● Persuasion and argument ● Position/claims ● Evidence of credible sources ● Reasoned and logical argument/case ● Awareness of audience ● Cohesive and transitional words, phrases and clauses ● Strategies for dealing with opposing viewpoint	**W.1** **WRITE** (arguments to support claims with clear reasons and relevant evidence) **W.1b** **SUPPORT** (claim(s) with clear reasons and relevant evidence) **USE** (credible sources) **DEMONSTRATE** (an understanding of the topic or text)	6 5 3 2
		3

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SL.3 ● Argument ● Credibility ● Speaker's purpose ● Speaker's argument ● Claims ● Facts vs. opinions	**W.1c USE** (words, phrases, and clauses to clarify the relationships among claim(s) and reasons) SL.3 **DELINEATE** (a speaker's argument and specific claims) **DISTINGUISH** (claims that are supported by reasons and evidence from claims that are not)	 4 3

Essential Questions	Corresponding Big Ideas
1. How does a writer persuade or convince an audience?	1. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities	
Focus of Unit ● Tracing and evaluating author's argument and claims ● Integrating information in different media and formats ● Writing arguments to support claims with relevant evidence	**Teacher Notes**

<u>Reading</u>

Notes:

1. The following lessons from *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit: Lesson 7, pages 60 – 65, Lesson 13, pages 114 – 119, *Lesson 14, pages 120 -124, Daybook* Lesson 3, pages 17 – 19 and *Day Book* Unit 9, pages 131 - 146. This unit will also require a review of Unit 11 in *Day Book.*

2. Throughout this unit, students will continue to cite text evidence. Students will know that an author's point of view is established through the use of language, organization and details and then determine if a claim is supported by reasons and evidence or not. Students examine information presented in different formats (e.g., pictures, graphs, videos, tables, maps, articles, essays, etc.) to develop a complete and logical understanding of a topic or issue.

3. Use ProQuest SIRS Researcher, NewsELA or *Scope Magazine* for pro/con articles.

- As a pre-assessment, provide students with one pro and one con article. Students will then choose a side to write a short essay using the evidence from the texts. See resource section for additional article selection.
- The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Note:** Continue to infuse throughout the unit, asking students to cite both explicit and implicit information while reading.
  - o Review finding explicit information. Create a chart while modeling how to infer when reading informational texts:

Clues from the text	What I know	My inference

  - o Lead a class discussion on making predictions and inferences. Possible discussion prompts/journal entries:
    - ▪ *Based on information in _____, which _____ is best for _____? How do you know?*
    - ▪ *Which step is most important in _____?*

- Students will determine an author's perspective (POV informational) or purpose in a text and explain how it is conveyed in the text and will [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.
  - ❖ As an introductory lesson, use two argumentative articles to model tracing an author's argument and determining the validity of an author's claim.
  - ❖ Provide opportunities for students to conduct close readings of content area text in order to determine the validity of an [author's claim](#).
  - ❖ During reading, students will identify the evidence that supports or shows the author's opinion by marking the text or using a variety of graphic organizers (as suggested in the *Daybook*, Unit 11). Possible discussion topics/journal entries are:
    - *-What is the author's viewpoint in this text? How do you know? Is he/she successful in achieving it? Why or why not?*
    - *-How does the author develop his argument about _____? Is the argument effective? Why or why not? Use evidence from the text to support your answer.*
    - *-Which of the author's claims are **not** supported by evidence/reasons? Which of the authors' claims are supported by evidence? Use examples from the text to support your answer.*
- Students will 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 an issue.
  - ○ Teachers will model for students how to integrate information from multiple sources that contain different formats.
  - ○ As an end of unit writing assessment, students will select a topic to research and collect a variety of print or digital sources that demonstrates a coherent understanding of their topics. Students will follow the writing process to write an argumentative essay that supports their claim with clear reasons and relevant evidence, using credible sources.

Grade Six English Language Arts
Unit 4 Reading and Writing

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary
Analyze-to close read to look at specific parts of the text with a purpose in mind   **Argument-** a statement of the major point of a written piece   **Audience**- the person or group for whom a selection is written or performed   **Author's Intent/Purpose-** the intended or desired result of a piece of written or spoken material   **Author's Point of View-** attitude or opinion of the author toward the subject/s   **Claim-** a statement or assertion presented as a fact   **Credible/trustworthy source**- a source that is worthy of confidence or belief   **Detail**- specific information about the main idea   **Edit**- to correct a written work, checking for grammar, spelling, or punctuation errors   **Elaborate**- to extend ideas through the use of facts, description, details, or quotations   **Evidence**- information that shows, proves, or gives reasons for making a judgment   **Explicit**- fully and clearly expresses or defined   **Inference**- a conclusion drawn from prior knowledge and evidence or clues   **Integrate Information/Ideas**- the process of combining information from many sources   **Justify-** show or prove to be right or reasonable   **Opinion-** a view or judgment formed about something, not necessarily based on fact or knowledge   **Organization**- the arrangement of written work   **Reflection-** considered thoughts on a topic   **Relevant Supporting Evidence**- details that effectively support the argument/claim   **Revise-** a step in the writing process used to improve the original work   **Topic-** the main thought or subject of written work   **Transition-** words, phrases or clauses that connect or move ideas from one subject to another

Assessment	Performance Task
Formal -MAP	

-Rubrics -SBAC IAB **Informal** -Running Records -Rubrics -Teacher Observation -Discussions/Conversations -Brief Writes -Student Work from Unit Activities including Graphic Organizers -Journals -Conferencing	Practice Performance Task Mystic Aquarium Letter (Climate Change and Impact on Animals)

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	**Technology Resources**

Instructional
-Student Work
-Supporting Documents
 -Anchor Texts:
   ● *SCOPE* articles
   ● *Newsela* articles
   ● *Commonlit* articles
Additional Text Suggestions:
   ● Toolkit Texts
   ● Texts that students gather and collect from research
   ● *Faithful Elephants: A True Story of Animals, People and War* by Yukio Tsuchiya
   ● *Remember: The Journey to School Integration* by Toni Morrison
   ● *Smoky Night* by Eve Bunting
	ProQuest SIRS Researcher
	
	www.teacher.scholastic.com/dolphin/conwin2.htm
	
	www.greatsource.com/iwrite/students/s_pers.html
	
	www.usconstitution.net/dream.html
	
	www.commonlit.org
	
	www.newsela.com Note: Search pro/con
	
	www.scope.scholastic.com

● *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy -*Sourcebooks* by Great Source -*Reader's Handbook* by Great Source -*CROSSWALK Coach* **Teacher** -Student Assessment Data -Thinking Verbs List (Revised Bloom's) -*Teaching Middle School Writers* by Laura Robb -*Writer's Express* -*Reader's Handbook* Teacher's Guide -*CROSSWALK Coach*	www.ereadingworksheets.com (inferencing)

Multicultural Diversity	**MPTN Connections**
-*Remember: The Journey to School Integration* by Toni Morrison (a fictional account of the dialogue and emotions of the children who lived during the era of "separate but equal" schooling) -*The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy (When the order goes out that all Jews must wear a yellow star on their clothes, the king has an idea that might just work. But it would take the faith and commitment of all Danes)	

Interdisciplinary Connections

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Grade Six English Language Arts
Unit 5 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #5 – Investigations
Pacing	30 days (25 instructional days and 5 reteach/enrichment days)

Unit Summary
Throughout the unit, students will select a topic to research. They will move through the Big6 process, which includes gathering, interpreting, quoting and paraphrasing information in order to orally present their claims and findings.

Priority and Supporting CCSS Note: The following standards are overarching standards and are found in all grade six units of study: RL.1, RL. 10. RI.1, RI.10, W.10, SL.6, L.6.
CCR.6.RI.1 CITE textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR.6.RI.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.** **CCR.6.W.8 GATHER relevant information from multiple print and digital sources; ASSESS the credibility of each source; and QUOTE or PARAPHRASE the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.** **CCR.6.W.9b 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").** **CCR.6.SL.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.** **CCR.6.SL.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.** CCR.6.L.3a VARY sentence patterns for meaning, reader/listener interest, and style. CCR.6.RI.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).

Grade Six English Language Arts
Unit 5 Reading and Writing

CCR.6.W.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.

CCR.6.W.7 CONDUCT short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCR.6.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.6.SL.5 INCLUDE multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCR.6.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.6.L.2b SPELL correctly.

CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.6.L.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.

CCR.6.L.4a 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.

CCR.6.L.4c CONSULT reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCR.6.L.4d VERIFY the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 ● Prediction ● Inference	**RI.1 CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	3
RI.7 ● How to integrate information ● Media formats (e.g., visually, quantitatively) ● Topic ● Relevant vs. irrelevant information	**RI.7** **INTEGRATE** (information presented in different media or formats as well as in words to develop a coherent understanding of a topic or an issue)	4

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● Print or digital sources/images/illustrations		
W.8 ● Relevant information ● Print and digital resources ● Credible Sources ● How to quote and paraphrase accurately	**W.8** **GATHER** (relevant information from multiple print and digital sources)	3
	ASSESS (the credibility of each source)	5
	QUOTE/PARAPHRASE (the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources)	3
W.9b ● Literary non-fiction	**W.9b** **APPLY** (grade 6 Reading standards to literary nonfiction)	5
SL.2 ● How to interpret information	**SL.2** **INTERPRET** (information presented in diverse media and formats)	3
SL.4 ● Claims ● Findings ● Descriptions, facts and details ● Appropriate eye contact ● Adequate volume for setting ● Clear pronunciation	**SL.4** **PRESENT** (claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes)	1,3
	USE (appropriate eye contact, adequate volume, and clear pronunciation)	3

Grade Six English Language Arts
Unit 5 Reading and Writing

Essential Questions	Corresponding Big Ideas
1. In what ways does creative choice impact an audience? 2. What is good research? 3. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	1. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. 2. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from several sources. 3. What makes a presentation great?

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities
Focus of Unit ● Conducting short research and gathering relevant information from a variety of print and digital sources while avoiding plagiarism; Citing textual evidence ● Presenting claims and findings in a logical manner Activities Notes: (see next page)

Grade Six English Language Arts
Unit 5 Reading and Writing

1. This unit utilizes The Big 6 process. The Big 6 focuses on developing general information problem-solving skills including specific technologies and information processes. Set up into 6 stages, the program takes students from determining what is needed in order to accomplish a task, through presenting the findings in the most effective medium possible and evaluating their work. The steps to the process are recursive, meaning students may move back and forth through the steps throughout the unit. End of Unit Rubric should be shared with students prior to evaluation in order to set expectations for learning.
2. All page numbers referenced throughout the activity section refer to pages in *The Big6 in Middle School*, by Barbara A. Jansen. All standards are integrated throughout the activities in each step of the Big 6 process.
3. Use library media and technology as a source when available. See chapter 3 for more details.
4. Grammar mini-lessons can be incorporated throughout the unit focusing on varying sentence structure based on student needs. The following lesson from *CROSSWALK Coach* addresses the following standard and can be imbedded throughout the unit:
   - Lesson 19, pages 168-171 (Writing)

The Big6 Process

- Task Definition: Defines the problem or explores a topic and identifies the information needed to solve the problem or analyze the topic.
  - Select problems or topics related to student interest or current or past content information. See p. 74 in *Big6* for additional examples.
  - Guide students from creating projects immediately as ideas to showing ways that they can solve the problem (i.e., First we need to learn about ecosystems in the grade three curriculum in order to present information to younger children. Then we could present in ways you suggested) Note: Adapted from page 74. Possible ways to engage students in task definition:
    - Write the task in your own words.
    - Read aloud and compare to others thoughts.
    - Restate and display the task and compare to what they wrote.
  - Guide students with similar topics toward group work to generate a list of questions and determine what information would be important to know (i.e., students studying biographies).
  - Guide students toward generating key words. Separate the original question from the key words. Explain that the words will help them when the different sources may present information with different vocabulary.

- Information Seeking Strategies: Focus on determining the range of possible sources and selecting the best sources.

    o Brainstorm possible sources for example problems as a whole class with a goal of thinking broadly. For example, think past the internet, books and magazines and references. Look additionally at local experts, primary sources, documentary films, SIRS (referenced in units 4 and 5) and more.
    o In small groups, brainstorm and narrow sources related to a topic and compare as a class. Discuss the benefits of specific sources for specific types of problems.
    o Write a list of possible sources and ask students to select a source and explain why that source is chosen.
    o Guide students to evaluate the accuracy and reliability of sources they select. Use the 5 W's of web evaluation from page 91 for guidance.

- Location and Access: Focus on locating sources and accessing the information.

    o Create an anchor chart of the types of information generated from Information Seeking Strategies.
    o Provide mini-lessons on modeling how to locate information from each source. Note: See page 96 for more information.
    o Guide students to access information for their topics using classroom resources, library media resources and technology lab.
    o Guide students to use an index and table of contents for information in books.
    o Guide students in locating appropriate databases for information and assist in using various combinations of keywords and related words in searches. Teach and assist advanced searches as needed.

- Use of Information: Focus on engaging (e.g. read, hear and view) and extracting relevant information from sources.

    o Model learning of how to "read" a page of information and model identifying essential points of access, or text features, to isolate real information from clutter on a page.
    o Model scanning for information based on keywords and text features using a relevant model that will address students' individual topics/assignments.
    o In small groups or individually, students engage the information with an emphasis on reading, listening and viewing the information.
    o Model note-taking strategies from a variety of sources (use interviews on-line as primary sources, documentaries, etc…). and use an anchor chart to display the note taking organizer you choose.
    o Model proper use of citations.
    o In small groups, students will take notes and organize notes related to their topics.
    o Individually, students will both engage and select the resources for their projects.

- Synthesis: Focus on organizing information from multiple sources and presenting the results. The final product should demonstrate higher level thinking and original ideas. Caution should be used to ensure that the product is not superficial. Think about what students can do after they have completed the final product that they were unable to do before. Consider including a letter, essay, higher level report or other composition. Note: See page 123 for additional details.

    o Model instruction and provide opportunities for practice samples of products or performances that students will utilize to share the information that they have gathered.
    o Model how students will organize information from a variety of sources and how they can include higher level thinking and original thoughts. Focus on analysis, synthesis and evaluation.
    o In small groups or individually, students should create organizers and present the results. Integrate a meaningful use of technology when appropriate. If students work in a small group, be sure to include an individual composition related to the topic.
    o Model and teach the definition of intellectual property and the laws that protect it. Model how to cite sources and get permission for uses of copyrighted material.
    o Discuss the concept of plagiarism with students.
    o Students work in groups or individually to document all sources used.

- Evaluation: Focus on judging the result and the process.

    o Throughout the unit, model and conference about reflecting on the process and ways to improve it.
    o Give students early access to self-evaluation guides as well as the formal evaluation that might be in the form of a rubric.
    o Share sample products and score the projects as a class. Model your thinking for the evaluation process.
    o Provide an audience for students to share projects in a meaningful way with others.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usages.

Vocabulary
Analyze- to separate into parts in order to determine what something is or how it works

Grade Six English Language Arts
Unit 5 Reading and Writing

Argument- a statement of the major point of a written piece
Bibliographic information- sources consulted by a writer while conducting research
Citation- the acknowledgement of ideas found in outside sources
Claim- a statement or assertion presented as facts
Complex sentence structure- a sentence containing an independent clause and at least one independent clause
Compound sentence structure- two sentences joined by a conjunction to create a new sentence
Credible source- a source that is worthy of confidence or belief
Draft/Prewrite- a first attempt at writing that may include errors in organization, content and mechanics
Edit- to correct a written work, checking for a grammar, spelling and punctuation
Fact- information that can be proven true
Format- the organization or arrangement of written work
Inference- a conclusion drawn from prior knowledge and evidence or clues
Opinion- a belief based on thoughts or feelings rather than on facts
Paraphrase- restating an author's ideas in different words
Plagiarism- the use of ideas or writings of another author, representing them as one's own original work
Presentation- a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience
Primary source- source material that is closest to a person, time period or information that is being researched
Publish- the final step in the writing process when the writer shares the work with others
Quotation- material that is repeated exactly
Reference- provide (a book or article) with citations of sources of information
Research/Research Question- careful investigation of a subject or topic
Revise- a step in the writing process used to improve the original work
Simple sentence structure- a sentence with a subject and a verb that produces a complete thought
Textual evidence- words from the text that show, prove or give reasons for making a judgment
Thesis/Controlling Idea- a statement or theory that is put forward to be proved

Assessment	Performance Task
Formal ● Oral Presentation in the form of a Ted Talk ○ [Rubric](#) ● Speech on Renewable energy (research, write, and record a	

speech)

Informal
- Running Records
- Teacher Observation
- Teacher and Peer Conferencing
- Student self-reflections
- Rubric

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources Resources	Technology Resources

Instructional Resources
- Supporting Documents
- *The Big 6 In Middle School* by Barbara A. Jansen
- Variety of Ted Talks based on student interest and/or current, relevant events/topics
   ○ *3 Moons and a Planet that Could not Have Life* by James Green
   ○ *Swim with the Giant Sunfish* by Tierney Thys
   ○ *$80 Prosthetic Knee That's Changing Lives* by Krista Donaldson
   ○ *How I Harnessed the Wind* by William Kamkwamba
   ○ *Mysterious World of Underwater Caves* by Jill Heinerth
   ○ *What I Learned from my Autistic Brother* by Faith Cole
   ○ *Let's not use Mars as a Backup Planet* Lucianne Walkowicz
	www.ted.com
	
	www.newsela.com
	
	www.scope.scholastic.com
	
	Smithsonian Teen Tribune
	
	National Geographic
	
	http://big6.com/
	
	www.ereadingworksheets.com

- ○ *The Coolest Animal You Know Nothing About and How you Can Save It* by Patricia Medici
- Articles about Renewable Energy: solar power, wind power, hydropower, and biomass
  - ○ The Guardian: Researchers Claim Solar Efficiency Breakthrough For Flexible Skin
  - ○ NatGeo: A Farm Grows in Brooklyn - On The Roof
- Variety of articles based on student interest
- Introduction to Ted Talk/oral presentation

Teacher Resources
- *Crosswalk Coach*
- *Write Source* Student Books
- *The Reader's Handbook* Teacher Guide
- *Grammar for Middle School* by Don and Jenny Killgallon
- Fundamentals of Grammar
- *Plagiarism* by Barry Gilmore
- *Teaching Middle School Writers* by Laura Robb
- *Write Source* Teacher's Guide
- Thinking Verbs List (Revised Bloom's)

Multicultural Diversity (new 7/2020)	**MPTN Connections** (new 7/2020)
Multicultural Nonfiction Texts available for Independent/Choice Reading ● America's Long History of Protest ● MLK Text Set: The Power Of Protest ● *Up From Slavery: How Booker T. Washington Helped Millions of Former Slaves Go to School* by Lauren Tarshis (Scholastic Scope Feb 2015) ● *I Live in a Refugee Camp: Come into My World* by	

Kristen Lewis (Scholastic Scope Sept 2019)
- *The Night of Terror* By Spencer Kayden
- *I am Malala* by Malala Yousafzai
- Ted Talk on *Why Museums are Returning Cultural Artifacts*
- Ted Talk: *The Danger of the Single Story*

Interdisciplinary Connections

Integrate topics from grade six science curriculum
- Energy transfer (Aug.- Nov.)
- Severe weather events can lead to loss of property and/or life. (Nov.-March)
  - Droughts, wildfires, flooding, natural disasters
- Climate Change / Global Warming (Nov.-March)
  - Renewable Energy Speech Contest
- Cells and body systems (March-April)
- Genetics and Inherited Traits (May-June)

Integrate topics from grade six social studies curriculum
- Relationship between humans and the environment (Unit 1)
- Latin America (Central and South America) (Unit 2)
- Amazon Rainforest (Unit 3)
- Europe (Unit 4)
- Russia and Central Asia (Unit 5)

Grade Six English Language Arts
Unit 6 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #6 – Understanding the World Through Text
Pacing	20 days (15 instructional days and 5 reteach/enrichment days)

Unit Summary

Throughout the unit, emphasize compare and contrasting the same idea or theme with a different genre and how the author's perspective is demonstrated differently between medium. Students recognize why a particular theme might be better conveyed in a narrative versus a poem or a drama versus a short story. Students should read and gather new information from the text and write about what they read, refocusing their inquiry from multiple texts to create new understandings and knowledge.

Priority and Supporting CCSS
Note: The following standards are overarching standards and are found in all grade six units of study: RL.10, RI.10,W.4,W.10, SL.1, SL.6, L.6.

CCR.6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCR.6.RL.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.
CCR.6.RL.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.
CCR.RI.3 ANALYZE the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCR.6.W.9a 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.
CCR.6.SL.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.

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Unit 6 Reading and Writing

CCR.6.RI.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.

CCR.6.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.6.SL.5 Include multi-media components (e.g., graphics, images, music, sound) in visual displays in presentations to clarify information.

CCR.6.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.6.L.1e RECOGNIZE variations from standard English in their own and others' writing and speaking, and IDENTIFY and USE strategies to improve expression in conventional language.

CCR.6.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.6.L.2b SPELL correctly.

CCR.6.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.6.L.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.

CCR.6.L.4a 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.

CCR.6.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.1 ● Prediction ● Inference ● Conclusion	**RL.1** **CITE** (textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text)	**3,4**
RL.7 ● Compare ● Contrast ● Versions of text (written, audio, video, live, print, digital) ● Visual media techniques (color, lighting, prompts, costumes)	**RL.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)	**4**

● Oral media techniques (sound, voice inflection) ● Narrative elements (character, setting, plot, tone, mood, theme)	**CONTRAST** (what they "see" and "hear" when reading the text to what they perceive when they listen or watch)	**4**
RL.9 ● Compare ● Contrast ● Various genres (e.g., stories and poems; historical novels and fantasy stories) ● Author's purpose ● Topic ● Author's perspective ● Textual evidence	**RL.9** **COMPARE and CONTRAST** (texts in different forms or genres in terms of their approaches to similar themes and topics)	**4**
RI.3 ● Interactions between individuals, events and ideas ● Author's use of examples ● Author's choice	**RI.3** **ANALYZE** the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)	**4**
W9a ● Themes and topics in literature	**W9a** **APPLY** (Grade 6 reading standards to literature in terms of their approaches to similar themes and topics)	**3**
SL.2 ● Key ideas in variety of media and formats (charts, graphs, tables, websites, speeches) ● Diverse media's contribution to the text	**SL.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.	**4**

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Grade Six English Language Arts
Unit 6 Reading and Writing

Essential Questions	Corresponding Big Ideas
1. What techniques do authors/directors use to impact the reader's, listener's and viewer's perception? 2. Why is it important to compare and contrast various texts and genres?	1. An individual's experience when reading a text is different from listening to or viewing a version of the same text. 2. Author's approaches to themes and topics are influenced by their perspectives and their intentions.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit
   ● Comparing and contrasting themes and topics of various versions of texts through a variety of media
 	
Notes:
  1. Use lessons from the *CROSSWALK Coach* that address the following standards:Lesson 6, pages 52 – 59 (RL.9), Lesson 24, pages 208 – 213 (L.1e)
   ● Students will 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.
     ○ Select a theme or topic, conduct close readings to look for how the information is presented in one text in comparison to another in a different genre. Select from different mediums (audio, visual, live version).
     ○ Compare and contrast how the theme or topic is portrayed.

- ○ Lead a class discussion to review genres. Brainstorm ideas of how different approaches may impact the theme and topic.
- ○ Using a strategy such as jigsaw, students work in small groups with texts of a similar theme/topic but different genre based on class interest or content area. Students chart the theme/topic of each text and text evidence for the theme to share with class. Share observations of the approach from each author to the theme/topic in whole class discussions.
- ○ Students will discuss and respond in writing to the following prompts:
  - ■ *What inference can be made about (theme)? Explain using key details from the passage to support your answer? (Single text)*
  - ■ *How are _____ (text title) and _____ (text title) alike and different in their approach to the theme/topic of _____? (student interest based themes)*
  - ■ *Which text is more effective in relaying this theme? Use examples from both texts to support your answer.*
  - ■ *How do the developments of (individuals/events/ideas in (title text one) resemble (individuals/events/ideas) in (title text two)?*
  - ■ *Both authors include information about (provide individuals/events/ideas). What do the differences between the information in the two texts tell the reader about (provide author's name and author's purpose)?*

- o Possible culminating activities:
  - ● Students could compose a fictional piece (short story, poem, play, graphic novel) that compliments non-fiction topic. (Differentiation)
  - ● Students could present a play, skit or drama that compliments non-fiction topic. (Differentiation)
  - ● Given two different sources of similar topics, students could create a technology based presentation/project that analyzes and justifies the author's presentation technique.
  - ● Students will select a topic and will work in small groups to produce a variety of mediums (e.g., poem, radio broadcast, informational article, song, video, skit/drama, photography). Then students will compare and contrast each other's work looking for evidence of effective presentation techniques.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary
Compare- to tell how two or more texts are alike **Compare and contras**t- a text structure that tells how two or more things are alike or different **Contrast-** to tell how two or more things are different

Grade Six English Language Arts
Unit 6 Reading and Writing

Digital source- an electronic reference used to gather or produce information
Excerpt- a short extract from a film, broadcast, or piece of music or writing
Perspective- the author's attitude or position on a topic
Print source- a printed reference used to gather or produce information
Theme- the author's message; a common thread or repeated idea that is incorporated throughout a written work

Assessment	Performance Task
Formal ● District End of Unit 6 Assessment ● Rubric **Informal** ● Teacher Observation/Anecdotal Notes ● Teacher and Peer Conferencing ● Student self-reflections ● Rubric (Brief Writes) ● Running Records	NA

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
● Supporting Documents ● Suggested Texts: Various high interest topics where both literary and informational text/media support that same topic	www.newsela.com (paired texts) commonlit.org (paired texts)

- ❖ Integrate topics from grade six <u>science curriculum</u>
  - ☐ Energy transfer (Aug.- Nov.)
  - ☐ Severe weather events can lead to loss of property and/or life. (Nov.-March)
  - ☐ Droughts, wildfires, flooding, natural disasters
  - ☐ Climate Change / Global Warming (Nov.-March)
  - ☐ Renewable energy
  - ☐ Cells and body systems (March-April)
  - ☐ Genetics and Inherited Traits (May-June)
    - ■ *Wonder* by RJ Palacio
    - ■ *Out of My Mind* by Sharon Draper
    - ■ *Fish in a Tree* by Lynda Mullaly-Hunt
- ❖ Integrate topics from grade six <u>social studies</u> curriculum
  - ☐ Relationship between humans and the environment (Unit 1)
  - ☐ Latin America (Central and South America) (Unit 2)
  - ☐ Amazon Rainforest (Unit 3)
  - ☐ Europe (Unit 4)
    - ■ *Boy in the Striped Pajamas* by John Boyne
    - ■ Russia and Central Asia (Unit 5)
- ● *CROSSWALK Coach*

Teacher Resources
- ● *Reader's Handbook Teacher Guide*
- ● *Grammar for Middle School* by Don and Jenny Killgallon
- ● *Plagiarism* by Barry Gilmore
- ● *Teaching Middle School Writers* by Laura Robb
- ● *Write Source Teacher's Guide*
- ● Thinking Verbs List (Revised Bloom's)

Scholastic Scope (paired texts)
www.readworks.org

Multicultural Diversity	MPTN Connections
Multicultural Fiction Texts available for Independent/Choice Reading ● *Weedflower* by Cynthia Kadohata (the story of the rewards and challenges of a friendship across the racial divide, as well as the based-on-real-life story of how the meeting of Japanese Americans and Native Americans changed the future of both) ● *Pink and Say* by Patricia Polacco (In this Civil War story passed from great-grandfather to grandmother, to son, and finally to the author-artist herself, Patricia Polacco once again celebrates the shared humanity of the peoples of this world) ● *My Freedom Trip* by Frances and Ginger Park (story of a child's escape in the dark of night from North Korea to South Korea is based on memories of the author's mother) ● *The Jacket* By Andrew Clements (When Phil sees another kid wearing his brother's jacket, he assumes the jacket was stolen. It turns out he was wrong, and Phil has to ask himself the question: Would he have made the same assumption if the boy wearing the jacket hadn't been African American?) ● *The Golden Dream of Carlo Chuchio* by Lloyd Alexander (Robbed of all but his underdrawers, mistaken for a mighty warrior and then for a crown prince, Carlo risks his life for a prize that may not even exist) ● *Day of Tears: A Novel in Dialogue* by Julius Lester (Using the multiple voices of enslaved Africans *and* their owners, Julius Lester has taken a little-known, all-true event in American history and transformed it into a heartbreaking and powerfully dramatic epic on slavery, and the struggle to affirm humanity in the midst of it) ● *America Street: A Multicultural Anthology of Stories* Edited by Anne Mazer ● *New Kids in Town: Oral Histories of Immigrant Teens* by Janet Bode (Eleven teenage immigrants tell compelling stories of their escapes from war, poverty, and repression to carve out new lives in America)	

- *Sweet Clara and the Freedom Quilt* by Degorab Hopkinson (a fictional tale of the Underground Railroad)
- *Finding Miracles* by Julia Alvarez (examines the emotional complexity of multicultural familial relationships and the miracles of everyday life)
- *Wings* by Christopher Myers (story of overcoming indifference and to be proud of what makes one unique)

Interdisciplinary Connections

- **Integrate topics from grade six science curriculum**
  - Energy transfer (Aug.- Nov.)
  - Severe weather events can lead to loss of property and/or life. (Nov.-March)
    - Droughts, wildfires, flooding, natural disasters
  - Climate Change / Global Warming (Nov.-March)
    - Renewable energy
  - Cells and body systems (March-April)
  - Genetics and Inherited Traits (May-June)
    - *Wonder* by RJ Palacio
    - *Out of My Mind* by Sharon Draper
    - *Fish in a Tree* by Lynda Mullaly-Hunt
- **Integrate topics from grade six social studies curriculum**
  - Relationship between humans and the environment (Unit 1)
  - Latin America (Central and South America) (Unit 2)
  - Amazon Rainforest (Unit 3)
  - Europe (Unit 4)
    - *Boy in the Striped Pajamas* by John Boyne
  - Russia and Central Asia (Unit 5)