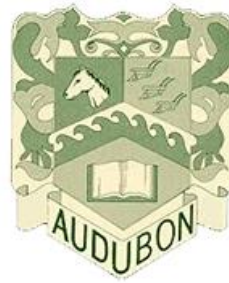# Audubon Public Schools

Grade 6: English Language Arts

Curriculum Guide

Developed by:
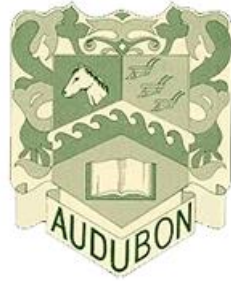
Mrs. Maddy Meehan

Mrs. Denise Allman

August 15, 2019

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Course Description

Grade 6: English Language Arts

In grade six, students will continue to build essential reading, writing, speaking, listening and language skills. In order to ensure that we are promoting college and career readiness, students will be exposed to a variety of materials of varying levels of difficulty. Students are expected to understand and clearly summarize what they have learned from readings and collaborative discussions, citing specific evidence and details from the text. Students will analyze both nonfiction and literary texts through close reading, while continuing to build a foundation for proficiency in the English language in terms of grammar and other writing skills. Students will write a variety of pieces that extend across other subject areas of the sixth grade curriculum. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

<table>
<tr><td colspan="6">Unit 1a Overview
Launching Reading and Writing Workshop ~ Theme: Growth Mindset
Primary Reading Resource: Hatchet (by Gary Paulsen)

Through shared reading (and modeling) of a novel, students will progress toward synthesizing the use of all strategies both in the literacy block and across the curriculum while connecting activities to a common theme: growth mindset.</td></tr>
<tr><td></td><td colspan="2">Reading</td><td>Writing</td><td>Speaking & Listening</td><td>Language</td></tr>
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<td>Ancillary standards (Review)</td>
<td colspan="2">RL 1,2 RI 1,2</td>
<td>W2</td>
<td>SL1</td>
<td>L1</td>
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Unit 1b Overview
Informational ~ Theme: Survival
Primary Reading Resource: Gary Paulsen Author Study
The craft of expository writing will be explored through a wide variety of reading experiences in which one 'reads like a writer.' Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different expository structures across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments. While studying an author, students will learn to compare and contrast themes, analyze text and illustrations, and make connections between an author's life and his/her work and between the author's work and the reader's own life and work.
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RI.6.6</td>
<td>W.6.2A,B,C,D,E,F
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W.6.5
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W.6.10

Select at least one from W.6.7, 6.8, 6.9A,B</td>
<td>SL.6.1A,B,C,D
SL.6.4
SL.6.6</td>
<td>L.6.1A,E
L.6.2A,B
L.6.3A,B
L.6.4A,C,D
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<td>W2</td>
<td>SL1</td>
<td>L1</td>
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<tr>
<td colspan="6">
Unit 2 Overview
Argument ~ Theme: Identity
Primary Reading Resource: Scholastic Scope
Students need to understand how and why writers craft persuasive pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims. This analysis and understanding can be used to provide a model for document based writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.
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Focus standards (Objectives)	RL.6.1 RL.6.2 RL.6.6	RI.6.1 RI.6.2 RI 6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI 6.8 RI. 6.9	W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, **6.8**, 6.9A,B	SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6
Ancillary standards (Review)			W2		

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Unit 3 Overview
Narrative: Culture, Time and Place ~ Theme: Perseverance
Primary Reading Resource: A Long Walk to Water
Through a variety of texts, students will analyze how authors develop characters by examining those who persevered in a variety of challenging circumstances.

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Focus standards (Objectives)	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL. 6.9	RI.6.1 RI.6.2 RI.6.6	W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, **6.9A,B**	SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6	L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6

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Ancillary standards (Review)			W2		

Unit 4 Overview
Review and Reteach Skills ~ Theme: Courageous Characters
Primary Reading Resource: teacher (or student) selected articles/novels
Teachers will plan this unit based on how their students have progressed throughout the year. They'll incorporate skills/standards into their lessons in order to review or reteach those which are necessary. Students will have the opportunity to participate in debates and Socratic seminars, to collaborate on projects, and to reflect on their own learning.

Focus standards (Objectives)	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.10	RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.10	W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.5 SL.6.6	L.6.1E L.6.2A,B L.6.3A,B L.6.4A,B,C,D L.6.6
Ancillary standards (Review)			W1,3		

Subject: ELA	Grade: 6	Units: 1a/b Informational	September - December
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text	- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim - Use evidence from the text to make and check predictions when reading - Make personal connections, make connections to other texts, and/or make global connections when relevant - Gather evidence from the text to support inferences or explicit meaning. - Read and analyze a variety of literary genres and informational texts - Closely examine the text's explicit content - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Reconstruct and understand the text segment's new meaning - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences - Refer to the text for support when analyzing and drawing inferences - Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)	
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct	- Determine the theme or central message - Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text	

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distinct from personal opinions or judgments.	from personal opinions or judgments.	● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text ● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author's word choice ● Identify poetic devices used in text
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope ● Recognize how form relates to function and how a part relates to a whole ● Distinguish between different text structures ● Identify part to whole and whole to part relationships ● Observe how the individual components of the text add to the development of the theme, setting, and plot

		● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text ● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader ● Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view

Focus Standards: Writing	**Critical Knowledge and Skills**

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    ● W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
    ● W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    ● W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.
    ● W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	● Introduce a topic
	● Compose a well-developed thesis statement
	● Select appropriate text structures and text features for clarity
	● Include formatting, graphics, and multimedia when useful to aid comprehension
	● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
	● Cite information correctly by following the proper format
	● Transition between ideas and concepts using appropriate words and phrases
	● Select specific vocabulary to inform about or explain the topic
	● Consistently use a formal style
	● Write a conclusion to bring all ideas to a close

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● W.6.2.E. Establish and maintain a formal/academic style, approach, and form. ● W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented	
W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Identify defining characteristics of different genres of writing • Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning

	● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ●
● W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing

● L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.2.B. Spell correctly.	● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly in writing
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. ● L.6.3.B. Maintain consistency in style and tone.	● Identify various sentence patterns in reading ● Incorporate various sentence patterns to create style and voice in writing ● Use a consistent style and tone when writing or speaking
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ● L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level

	● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required

Ancillary Standards

Formative Assessments	Summative Assessments
● Quick Writing ● Whiteboard work ● Take out the Trash writing assignments ● Exit and entrance tickets ● Conferencing with students ● 6 + 1 Weekly Writing Pieces	● Hatchet Narrative piece ● Author Study Unit Assessment ● Pre/Post Informational Common Assessment ● Research essay

Suggested Primary Resources	Suggested Supplemental Resources

● Hatchet (by Gary Paulsen)
● Daily 6-Trait Writing
● Scholastic Scope
● Fiction book choices (for independent reading):
  ○ Brian's Winter
  ○ The River
  ○ Brian's Return
  ○ Brian's Hunt
● Print and online resources about Gary Paulsen
● Gary Paulsen's biography and scholastic interview
● Gary Paulsen's informational titles for literature circles:
  ○ My Life in Dog Years
  ○ Puppies, Dogs, and Blue Northers
  ○ Guts
  ○ Caught by the Sea
	● Mastering the Mechanics (teacher resource workbook)
	● Red Hot Root Words (teacher resource workbook)
	● thewriteguy.net
	● Readworks (Readworks.org)
	● Comprehension Toolkit (teacher resource workbook)
	● Empowering Writers (teacher resource workbook)
	● CommonLit https://www.commonlit.org/
	● IXL https://www.ixl.com/
	● noredink.com
	● Read, Write Think website
	http://readwritethink.org/
	● Author Study Toolkit
	https://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf
	● The Reading Lady website
	http://www.readinglady.com/mosaic/tools/tools.html

	● The Busy Teacher's Café http://www.busyteacherscafe.com/literacy/comprehension_strategies.

<div align="center">Cross-Curricular Connections</div>

- Informational reading in science
- Informational writing in science using similar structures.
- Space and Earth Science topics

Enduring Understanding	Essential Questions
● Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic. ● Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness. -- ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. ● Writers use appropriate text structures based on the information collected through the research process.	● How can I use strategies to track my thinking and make meaning while reading as well as citing/paraphrasing relevant evidence from the text to support my thoughts ● How can I apply the reading strategies I have learned to my independent reading, shared reading and assigned reading in textbooks and on the Internet? ● How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level? -- ● What have I read that can act as a model for my own writing? How can I create my own writing based on these models? ● How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process? ● How can I write about the facts and information I have learned using an appropriate text structure.

Differentiation		
504	- preferential seating - extended time on tests and assignments - reduced homework or classwork - verbal, visual, or technology aids	- modified textbooks or audio-video materials - behavior management support - adjusted class schedules or grading - verbal testing
Enrichment	- Utilize collaborative media tools - Provide differentiated feedback - Opportunities for reflection	- Encourage student voice and input - Model close reading - Distinguish long term and short term goals
IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers

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At-risk	● Purposeful seating ● Counselor involvement ● Parent involvement	● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills

● Creativity ● Innovation ● Critical Thinking	● Problem Solving ● Communication ● Collaboration

Integrating Technology

● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software

*Bold rows indicate first time standard is introduced

Subject: ELA	Grade: 6	Unit: 2 Argument	January/February
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text	● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning.	

		● Read and analyze a variety of literary genres and informational texts ● Closely examine the text's explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment's new meaning ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	● Determine the theme or central message ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text ● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment

	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	• **Use a note taking structure to track key individuals, events, and/or ideas in informational texts.** • **Identify the structure of a text** • **Distinguish between different text structures** • **Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text** • **Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)** • **Analyze how the text structure affects the relationships between individuals, ideas, or events.** • **Analyze a writer's style and presentation** • **Determine the relationship between individuals, ideas, or events**
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	• Determine how individual elements of a work (section, chapter, etc.) contribute to a text's overall scope • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section of the text • Analyze the impact the specific section has on you, the reader

		• Evaluate the effectiveness of the author's choice to include this section
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	● **Compare and contrast texts across various genres on the same theme or topic** • **Gain a well-rounded perspective on issues presented in informational text** • **Gather information from all media to assess and better understand how each is presented** • **Interpret the meaning of text features, charts, graphs, etc** • **Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue**
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	● **Evaluate data, arguments and claims in a text** • **Distinguish those supported by evidence from those which are not** • **Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)** • **Evaluate if there is enough evidence to support a particular claim within an**

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		informational text
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	● Compare and contrast two author's presentations of similar events • Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed • Make connections across different authors' perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author's presentation of events
Focus Standards: Writing		**Critical Knowledge and Skills**

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
    ● **W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.**
    ● **W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**
    ● **W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**
    ● **W.6.1.D. Establish and maintain a formal/academic style, approach, andform. W.6.1.E. Provide a concluding statement or section that follows from the argument presented.**
		● **Introduce claim(s)**
		• **Write a clear thesis statement**
		• **Write arguments to support claims**
		• **Organize the reasons and evidence logically**
		• **Support claim(s) with logical reasoning and evidence**
		• **Use accurate, credible sources to support claims**
		• **Demonstrate an understanding of the topic or text**
		• **Use transitional words and phrases**
		• **Use a consistent formal or academic style, approach, and form**
		• **Write a conclusion to bring the writing to a close**

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		● Identify defining characteristics of different genres of writing • Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists

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	● Distinguish between editing and revising
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ●
● W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a	● Select direct and indirect quotations that relate to the topic as evidence

	● Cite in-text direct and indirect quotations appropriately
text, distinguishing claims that are supported by reasons and evidence from claims that are not").	● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed

● SL.6.1.D. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.	
L.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	● **Determine the speaker's argument and claims** • **Unpack the arguments and claims** • **Evaluate whether the speaker's reasoning is rational and legitimate** • **Evaluate whether there is enough evidence to support the claims**
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	● Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements

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● L.6.2.B. Spell correctly.	● Apply common rules and patterns to spell words correctly in writing

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.
  ● L.6.3.B. Maintain consistency in style and tone.
	● Identify various sentence patterns in reading
	● Incorporate various sentence patterns to create style and voice in writing
	● Use a consistent style and tone when writing or speaking

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  ● L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  ● L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use a word's position in a sentence as a clue to the meaning of a word
	● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
	● Use reference materials to check the inferred meaning of words

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	● **Identify the relationship of words in reading** ● **Clarify words by using the relationship between them in writing**
L.6.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level

	• Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression • Acquire and use accurately grade appropriate general academic and domain specific words and phrases
Formative Assessments	**Summative Assessments**
● Quick Writing ● Whiteboard work ● Take out the Trash writing assignments ● Exit and entrance tickets ● Conferencing with students	● Unit Test ● Pre/Post Common Assessment ● Research essay ● vocabulary analysis/assessments ● compare contrast essay ● Author Study unit assessment
Suggested Primary Resources	**Suggested Supplemental Resources**
● Scholastic Scope (online resource) ● Daily 6-Trait Writing (teacher makes copies)	● Mastering the Mechanics (teacher resource workbook) ● Red Hot Root Words (teacher resource workbook) ● thewriteguy.net ● Readworks (Readworks.org) ● Comprehension Toolkit (teacher resource workbook) ● Empowering Writers (teacher resource workbook) ● CommonLit https://www.commonlit.org/ ● IXL https://www.ixl.com/ ● noredink.com ● Read, Write Think website http://readwritethink.org/ ● Author Study Toolkit https://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf ● The Reading Lady website http://www.readinglady.com/mosaic/tools/tools.html ● The Busy Teacher's Café

	http://www.busyteacherscafe.com/literacy/comprehension_strategies.

Cross-Curricular Connections

- Informational reading in science
- Informational writing in science using similar structures.
- Earth Science topics
- Social Studies - first known civilizations of Mesopotamia and Ancient Egypt

Enduring Understanding	Essential Questions
● Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness. ● I can apply the reading strategies I have learned when I am reading independently, participating in shared reading and navigating textbooks and other non fictional material. ● I can read and analyze a variety of arguments in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. --- ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. ● Writers use appropriate text structures based on the information collected through the research process.	● How can I use strategies to track my thinking and make meaning while reading as well as citing/paraphrasing relevant evidence from the text to support my thoughts ● How can I determine what is important about what I am reading and use it to help my understanding? ● How can I evaluate the effectiveness of an author's claim or purpose? -- ● What have I read that can act as a model for my own informational writing? How can I create my own informational writing based on these models? ● How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process? ● How can I write about the facts and information I have learned using an appropriate text structure.

Differentiation

504	- preferential seating - extended time on tests and assignments - reduced homework or classwork - verbal, visual, or technology aids	- modified textbooks or audio-video materials - behavior management support - adjusted class schedules or grading - verbal testing
Enrichment	- Utilize collaborative media tools - Provide differentiated feedback - Opportunities for reflection	- Encourage student voice and input - Model close reading - Distinguish long term and short term goals
IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
At-risk	- Purposeful seating - Counselor involvement - Parent involvement	- Contracts - Alternate assessments - Hands-on learning

21st Century Skills	
● Creativity ● Innovation ● Critical Thinking	● Problem Solving ● Communication ● Collaboration
Integrating Technology	
● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software

Subject: ELA	Grade: 6	Unit: 3 Narrative	March/April
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text	● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning.	

		- Read and analyze a variety of literary genres and informational texts - Closely examine the text's explicit content - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Reconstruct and understand the text segment's new meaning - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences - Refer to the text for support when analyzing and drawing inferences - Correctly **cite** evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	- Determine the theme or central message - Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text - Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text - Summarize texts by evaluating key details in which the central idea or theme is located - Distinguish key (thematic) details from all other details - Evaluate recurring ideas and changes in the characters and plot over the course of the text - Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices - Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment

RL.6.3. 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.		• **Explain the parts of a plot; provide a summary of each part** • **Observe and analyze how story characters and plot interact and develop** **throughout a given text** • **Read and evaluate texts with the goal of understanding how the story's events** **and setting impact and shape the characters in different ways** • **Determine how particular episodes may trigger various responses in characters,** **revealing one or more of the characters' traits**
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		•Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice • Identify poetic devices used in text • **Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text**
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text

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		• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
RL.6.7. 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		• Compare and contrast texts across various genres on the same theme or topic • Evaluate multiple approaches to the same subject • Compare text to multimedia as it impacts the audience
RL.6.9.Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their		**•Compare and contrast texts of different genres that share similar themes • Analyze how each author conveys the same message through different avenues • Investigate the authors' dissimilar backgrounds that inspire such works (themes) • Compare/contrast how each author infuses their philosophy and persona into their work**

approaches to similar themes and topics.		• **Analyze the impact of the differences in forms or genres on the reader** • **Evaluate the effectiveness of each author's approach to the theme and topic**
Focus Standards: Writing		**Critical Knowledge and Skills**

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    ● W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    ● W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    ● W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    ● W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
    ● W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.
		● Engage and orient the reader by establishing a context
		● Engage the reader with a story hook
		● Introduce a narrator and/or characters
		● Organize an event sequence that unfolds naturally and logically
		● Use narrative techniques effectively to develop experiences, events, and/or characters
		● Transition from one idea to the next by using appropriate words and phrases
		● Use figurative language to aid in description
		● Describe ideas by using sensory and specific language
		● Write a conclusion that brings the story events to a meaningful close
		● Clearly convey a conflict and a resolution to the conflicts and phrases

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		● Identify defining characteristics of different genres of writing • Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate		● Use technological resources to enhance writing ● Give and receive feedback using technology

sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	- Seek out authentic publishing opportunities - Use tools including blogs and wikis, to develop writing and communicate with students in their classes - Type a minimum of three pages in a single sitting - Use keyboarding skills to make typing more efficient - Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	- Explore inquiry topics through short research projects - Research and synthesize information from several sources - Conduct research and synthesize multiple sources of information - Compile a list of sources to use for a project - Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	- Use search terms effectively - Assess the credibility and accuracy of each source - Select direct and indirect quotations that relate to the topic as evidence - Explain quotations used as support to enhance meaning - Cite direct and indirect quotations - Identify examples of plagiarism in writing - Avoid plagiarism in writing - Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	- Write a clear thesis statement - Identify evidence that supports claims in literary analysis - Incorporate evidence into written pieces, using introductory phrases and transitions - Logically connect evidence to claims in writing
W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	- Select direct and indirect quotations that relate to the topic as evidence - Cite in-text direct and indirect quotations appropriately - Explain quotations used as support to enhance meaning

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	• Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed

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● SL.6.1.D. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	• Interpret and evaluate the information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing

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L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.2.B. Spell correctly.	● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly in writing
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. ● L.6.3.B. Maintain consistency in style and tone.	● Identify various sentence patterns in reading ● Incorporate various sentence patterns to create style and voice in writing ● Use a consistent style and tone when writing or speaking
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ● L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● **L.6.5.A. Interpret figures of speech (e.g., personification) in context.** ● **L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**	• Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Define the term connotation • Discern the difference in meaning between closely related words
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary	● Understand and apply conversational, academic, and domain specific vocabulary

knowledge when considering a word or phrase important to comprehension or expression.	● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required
Ancillary Standards	
Formative Assessments	**Summative Assessments**
● Quick Writing ● Whiteboard work ● Take out the Trash writing assignments ● Exit and entrance tickets ● Conferencing with students	● A Long Walk to Water Unit Test ● Pre/Post Common Assessment ● Research essay ● Multigenre project
Suggested Primary Resources	**Suggested Supplemental Resources**
● Daily 6-Trait Writing (teacher makes copies) ● Red Hot Root Words (teacher resource) ● A Long Walk to Water ● Scholastic Scope	● Mastering the Mechanics (teacher resource workbook) ● Red Hot Root Words (teacher resource workbook) ● thewriteguy.net ● Readworks (Readworks.org) ● Comprehension Toolkit (teacher resource workbook) ● Empowering Writers (teacher resource workbook) ● CommonLit https://www.commonlit.org/ ● IXL https://www.ixl.com/ ● noredink.com ● Read, Write Think website http://readwritethink.org/ ● Author Study Toolkit https://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf

	● The Reading Lady website http://www.readinglady.com/mosaic/tools/tools.html ● The Busy Teacher's Café http://www.busyteacherscafe.com/literacy/comprehension_strategies. ● "The Danger of the single story" TED talk https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Cross-Curricular Connections	
● Informational reading in Social Studies ● Informational writing in Social Studies using similar structures. ● Ancient Civilizations - Egypt, Greece and Rome	

Enduring Understanding	Essential Questions
● Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic. ● Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness. --- ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.	● How do individuals, real and fictional, use words and actions to demonstrate perseverance? ● How can I use strategies to track my thinking and make meaning while reading as well as citing/paraphrasing relevant evidence from the text to support my thoughts ● How can I apply the reading strategies I have learned to my independent reading, shared reading and assigned reading in textbooks and on the Internet? --- ● What have I read that can act as a model for my own writing? How can I create my own narrative writing pieces based on these models? ● How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process? ● How does reading from different texts about the same topic

build our understanding?

- How do writers use narrative techniques to convey characters' perspectives?

Differentiation		
504	- preferential seating - extended time on tests and assignments - reduced homework or classwork - verbal, visual, or technology aids	- modified textbooks or audio-video materials - behavior management support - adjusted class schedules or grading - verbal testing
Enrichment	- Utilize collaborative media tools - Provide differentiated feedback - Opportunities for reflection	- Encourage student voice and input - Model close reading - Distinguish long term and short term goals
IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors

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ELLs	• Pre-teach new vocabulary and meaning of symbols • Embed glossaries or definitions • Provide translations • Connect new vocabulary to background knowledge	• Provide flash cards • Incorporate as many learning senses as possible • Portray structure, relationships, and associations through concept webs • Graphic organizers
At-risk	• Purposeful seating • Counselor involvement • Parent involvement	• Contracts • Alternate assessments • Hands-on learning

21st Century Skills

• Creativity • Innovation • Critical Thinking	• Problem Solving • Communication • Collaboration

Integrating Technology

• Chromebooks • Internet research • Online programs	• Virtual collaboration and projects • Presentations using presentation hardware and software

Subject: ELA	Grade: 6	Unit: 4	May - June
Focus Standards: Reading		**Critical Knowledge and Skills**	

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text	- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim - Use evidence from the text to make and check predictions when reading - Make personal connections, make connections to other texts, and/or make global connections when relevant - Gather evidence from the text to support inferences or explicit meaning. - Read and analyze a variety of literary genres and informational texts - Closely examine the text's explicit content - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Reconstruct and understand the text segment's new meaning - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences - Refer to the text for support when analyzing and drawing inferences - Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	- Determine the theme or central message - Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text - Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text - Summarize texts by evaluating key details in which the central idea or theme is located - Distinguish key (thematic) details from all other details

		● Evaluate recurring ideas and changes in the characters and plot over the course of the text ● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**RL.6.3:** • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits **RI.6.3:** • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer's style and presentation • Determine the relationship between individuals, ideas, or events

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author's word choice ● Identify poetic devices used in text
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope ● Recognize how form relates to function and how a part relates to a whole ● Distinguish between different text structures ● Identify part to whole and whole to part relationships ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text ● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader ● Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader

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		● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.	● Determine difficulties in comprehending and making meaning ● Apply appropriate strategies in order to increase comprehension when encountering text ● Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life ● Make an increasing number of connections among ideas and between texts ● Use scaffolding when necessary
Focus Standards: Writing		**Critical Knowledge and Skills**
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. ● W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts. ● W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. ● W.6.2.E. Establish and maintain a formal/academic style, approach, and form. ● W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented		● Introduce a topic ● Compose a well-developed thesis statement ● Select appropriate text structures and text features for clarity ● Include formatting, graphics, and multimedia when useful to aid comprehension ● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic ● Cite information correctly by following the proper format ● Transition between ideas and concepts using appropriate words and phrases ● Select specific vocabulary to inform about or explain the topic ● Consistently use a formal style ● Write a conclusion to bring all ideas to a close

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Identify defining characteristics of different genres of writing • Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions

W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ●
● W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic

● SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.6.2. 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	• Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	● Incorporate multimedia and visual displays into presentations to add clarity to their content ● Incorporate posters outlining charts/graphs to clarify information and captivate their audience

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	● Incorporate music and/or sound effects into their presentation to bring the information "to life" and allow for greater engagement with the audience ● Incorporate technology to enhance the presentation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.2.B. Spell correctly.	● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly in writing
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. ● L.6.3.B. Maintain consistency in style and tone.	● Identify various sentence patterns in reading ● Incorporate various sentence patterns to create style and voice in writing ● Use a consistent style and tone when writing or speaking
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase

● L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required

Ancillary Standards

Formative Assessments	Summative Assessments
● Quick Writing ● Whiteboard work ● Take out the Trash writing assignments ● Exit and entrance tickets ● Conferencing with students ● 6 + 1 Weekly Writing Pieces	● Research essay ● Unit assessment
Suggested Primary Resources	**Suggested Supplemental Resources**
● Teacher or student selected articles and novels with	● Scholastic Scope

people/characters who show determination and courage	- Mastering the Mechanics (teacher resource workbook) - Red Hot Root Words (teacher resource workbook) - thewriteguy.net - Readworks (Readworks.org) - Comprehension Toolkit (teacher resource workbook) - Empowering Writers (teacher resource workbook) - CommonLit https://www.commonlit.org/ - IXL https://www.ixl.com/ - noredink.com - Read, Write Think website http://readwritethink.org/ - Author Study Toolkit https://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf - The Reading Lady website http://www.readinglady.com/mosaic/tools/tools.html - The Busy Teacher's Café http://www.busyteacherscafe.com/literacy/comprehension_strategies.

Cross-Curricular Connections
- Informational reading in Social Studies   - Informational writing in Social Studies using similar structures.   - Ancient Civilization topics: Rome and Medieval Europe (Middle Ages)

Enduring Understanding	Essential Questions
- Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic. - Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness.	- How can I use strategies to track my thinking and make meaning while reading as well as citing/paraphrasing relevant evidence from the text to support my thoughts - How can I apply the reading strategies I have learned to my independent reading, shared reading and assigned reading in textbooks and on the Internet?

Grade 6 English Language Arts Curriculum Guide

--- ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. ● Writers use appropriate text structures based on the information collected through the research process.	● How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level? --- ● What have I read that can act as a model for my own writing? How can I create my own writing based on these models? ● How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process? ● How can I write about the facts and information I have learned using an appropriate text structure.

Differentiation		
504	● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids	● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ●	● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Graphic organizers	- Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge	- Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
At-risk	- Purposeful seating - Counselor involvement - Parent involvement	- Contracts - Alternate assessments - Hands-on learning

21st Century Skills

- Creativity - Innovation - Critical Thinking	- Problem Solving - Communication - Collaboration

Integrating Technology

● Chromebooks ● Internet research ● Online programs	● Virtual collaboration and projects ● Presentations using presentation hardware and software

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Lisa McGilloway Revised by: Maddy Meehan
Reapproved June 2017

Course Title: English Language Arts   Unit Name: Comprehension
Grade Level: 6

Content Statements	NJSLS:
Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.	RI.6.1-10 RL.6.1-10 L.6.1-6 SL.6.1-6
Overarching Essential Questions	**Overarching Enduring Understandings**
What are my responsibilities as a student in a Reading Workshop? How can I read the words in the texts that I choose, in the texts I am required to read, and in the texts I read electronically? How can I use strategies to track my thinking and make meaning while reading as well as citing/paraphrasing relevant evidence from the text to support my thoughts How can I apply the reading strategies I have learned to my independent reading, shared reading and assigned reading in textbooks and on the Internet? (7-8) How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level? (7-8)	The routines of Reading Workshop allow students to read and understand a variety of texts written for different purposes. Reading involves decoding words in order to understand what is read. Comprehension is a recursive process that involves both the reader and the text. Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic. Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness. I can apply the reading strategies I have learned when I am reading independently, participating in

	shared reading and navigating textbooks and other non fictional material (7-8) I can use the reading strategies I have learned to attempt to understand reading material that is above my reading level. (7-8)
Unit Essential Questions How can I work successfully in Reading Workshop in ways such as: ● Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc.?? ● Understand how to choose a just right book? ● Use the procedures for the classroom library? ● Know the differences between the different genres in fiction and nonfiction? ● Write "Response to Literature" letters to show how I can answer questions, summarize, and use reading strategies? ● Understand the procedures and reasons for conferencing with the teacher? ● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum? ● Respond to what I read about in different written ways? ● Help create "anchor charts" to use for future reference? ● Participate in daily independent reading time? ● Listen to and create book talks about what I am reading? ● Use text features in Reading Workshop and across the curriculum? ● Recognize different print formats? ● Understand that reading strategies can be used across the curriculum? How can I monitor for meaning while reading in ways such as:	**Unit Enduring Understandings** Thinking about what I am reading will help me recognize when my reading is not making sense. I can use fix-up strategies to help me understand when this happens. Asking meaningful questions before, during, and after reading takes me deeper into what I am reading and gives me a purpose to read more. Creating a sensory images or making a "movie in my mind" helps me to understand what I am reading and connects me to the text more deeply. Inferring, or reading between the lines, helps me to understand and recognize that reading goes beyond the words on the page. I can use my background knowledge to help me understand and make relevant connections from what I am reading to what I already know.

● Recognize when my reading is not making sense? ● Review, develop, and apply fix-up strategies when I recognize my reading is not making sense? ● Leave tracks of my thinking in writing and during discussions? "Text for Meaning" ● "Listen in" on the inner conversation that happens when I am reading texts? ● Set a purpose for why I am reading a text? ● Read texts from different points of view? ● Read to identify an author's purpose, views, or beliefs? ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing? ● Reread to make sense of different paragraphs or sections of text? ● Read at different speeds depending on my purpose for reading? ● Use graphic organizers, sticky notes, etc. to help hold my thinking? How can I use questions to help my reading in ways such as: ● Ask meaningful questions before, during, and after my reading? ● Identify and create thick questions (inferential) and thin questions (literal)? ● Understand that some questions get answered while others linger? ● Understand how "wondering questions" can lead to research with nonfiction texts? ● Explain how questions help clear up thinking or take my reading deeper? ● Locate relevant evidence in the text that supports or answers questions? ● Understand how questioning helps me make inferences and build new schema? ● Use the ideas of others to make, change, or answer questions?	I can determine what is important to focus on as I am reading and use this to understand and remember the texts I am reading. I can synthesize by using two or more strategies at the same time in order to come to new understanding that is outside of the text. By the end of the year, I can read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

● Explain how questioning can help me be a better reader? ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings How can I create sensory images while reading in ways such as: ● Automatically create images while reading or create them when directed to? ● Understand that all five senses are part of creating sensory images? ● Locate, write, or draw examples of sensory images and explain how they helped me understand the text? ● Use visualizing to help remember the events that were read? ● Change images when I get new information or someone brings up a different point? ● Explain how choice of words can help create a sensory image? ● Make a movie in my mind to help understand a fictional text? ● Notice and analyze how authors create sensory images so I can use these ideas in my writing? ● Explain how creating sensory images can help me understand what I am reading? ● Identify the sensory images in poems or drama? ● Explain idioms? How can I make inferences when I am reading in ways such as: ● Use context clues to help me infer the meaning of new words or ideas? ● Use the text and my background knowledge to help draw a conclusion about what I am reading? ● Use the text to help me infer answers that are not "right there?" ● ● Use text clues and background knowledge to make inferences about characters? ● Use inferring to help understand how text features can help me when reading nonfiction? ● Use inferences to make and revise predictions?	

- Use inferences to identify the theme (main idea) of a text? - Understand why a text was written? What was its purpose? What was its explicit meaning? - Explain how inferences help my understanding of what I read? How can I use my schema to help me understand what I am reading in ways such as: - Be aware of my background knowledge and how it helps me before, during, and after reading? - Make personal connections, make connections to other texts, and/or make global connections when relevant - Make relevant connections across different authors' perspectives? - Understand that my own schema can affect the way I read and understand something? - See how schema about an author can help me understand what I am reading? - Know when I need to get more schema to understand what I am reading? - Explain how schema about text features can help me read nonfiction? - Be aware of how my schema changes as I get new information? - Make or revise predictions as I get new schema? - Recognize how things like propaganda techniques, biases, and points of view can affect my understanding of what I read? - Explain how my schema helps me understand what I read? How can I determine what is important about what I am reading and use it to help my understanding in ways such as: - Understand what is important at the word, sentence, paragraph, or passage level? - Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text - Use determining what is important to help me summarize? - Explain the main idea of what I've read by determining what was important?	

- Understand that what is important is different from what is interesting?
- Explain how stating what is important is influenced by why I am reading something?
- Identify the key elements of a story by determining what is important?
- Recognize and use ways to organize important information: charts, graphs, outlines, etc.
- Use determining what is important to help with taking notes and research in the content areas?
- Explain how determining what is important can help me understand what I am reading?

How can I move toward synthesizing while reading in ways such as:
- Understand that synthesizing is a combination of different reading strategies?
- Explain how synthesizing leads me to a new understanding of something outside of the text?
- Understand how synthesizing can help with summarizing?
- Understand how synthesizing can help me understand themes (main ideas)?
- See that synthesizing can be shown through the multiple intelligences?
- Explain how text structures can help me synthesize new information I am reading in nonfiction texts?
- Determine author's reason for choosing a certain structure and evaluate its effectiveness.
- Put together information from more than one source to help draw conclusions about what I am reading?
- Explain how synthesizing can help me understand the mood of a novel, play, or poem?
- Compare ideas from different texts to reach a higher level of understanding or a new understanding about a topic?
- Thoughtfully critique an author's purpose, ideas, views, or beliefs?
- Evaluate the effectiveness of the author's word choice.

- Understand how synthesizing can help me understand texts across the curriculum? - Compare, contrast and reflect on (practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events to another	
Unit Rationale The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading in and out of the classroom. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in print and on the computer, vital skills for a learner in the 21st century.	**Unit Overview** In this unit students will continue to apply and refine the use of the comprehension strategies they have learned through the grades. They will become more flexible and independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in the Literacy block and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.

Suggested Activities for Inclusion in Lesson Planning Response to Literature Letters and daily Independent Reading Reading Response Logs, Journals, Post-it Notes Guided Reading Groups Literature Circles Author Studies Book Talks Focus Lessons Teacher created assessments of texts read Anchor Charts – mentor authors, reading strategy use, citing/paraphrasing correctly, etc.

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Lisa McGilloway, Beth Canzanese Updated by Maddy Meehan
Reapproved June 2017

Course Title: English Language Arts   Unit Name: Writing - Informational
Grade Level: 6

Content Statements	NJSLS::
In this unit expository writing skills will be developed. The craft of expository writing will be explored through a wide variety of reading experiences in which one 'reads like a writer'. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different expository formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.	RI.6.1-10 W.6.2,4-10 SL.6.1-6 L.6.1-6
Overarching Essential Questions	**Overarching Enduring Understandings**
What routines and materials will help me be a more effective and successful writer? What have I read that can act as a model for my own informational writing? How can I create my own informational writing based on these models? How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process?	Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.

How can I write about the facts and information I have learned using an appropriate text structure.	Writers use appropriate text structures based on the information collected through the research process.
Unit Essential Questions How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: ● Use a writer's notebook? ● Collect topics and ideas? ● Know steps of writing process? ● Use rubrics and graphic organizers to guide my writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts? ● Revise and edit pieces to make them more effective? ● Develop a sense of voice in my own writing? How can I make decisions about mechanics to make my writing more effective such as: ● Know reasons for paragraphing? ● Use commas for a variety of purposes? ● Create sentences of different length, variety, or complexity? ● Use capitalization for a variety of purposes? ● Use the correct form of adjectives and adverbs? ● Create adverbial and prepositional phrases? ● Use colons, apostrophes, hyphens, parentheses, semi colons, and end punctuation effectively? ● Properly use different types of verbs?	**Unit Enduring Understandings** I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces. I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them. I can use texts that I read to help guide my own writing. I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

- Use verbs of consistent tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions, interjections, and appositives?
- Use resources and references sources to help support my decisions about mechanics?
- Use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

What skills can I use to craft my own expository writing?
- How can I use graphic organizers that help organize ideas for expository writing?
- How can I take notes and put information in my own words (paraphrase) to prepare for expository pieces?
- How do I decide on questions to research and write answers to these questions using facts, examples, and explanations?
- How do I write different types of essays in all the subject areas?
- How do I write short responses to questions in all the subject areas?
- How can I organize information using main idea sentences and supporting details?
- How can I use transition words to create bridges between paragraphs?
- How can techniques such as compare/contrast, problem/solution, or cause/effect be used to organize my expository writing?
- How can I use text features such as: headings, labels, captions, and graphics to add to my expository pieces?
- How can I add description in expository pieces to make my writing better?
- How can 'snapshots' and 'thoughtshots' be used to add detail to my writing?
- How can I use vivid verbs, adjectives, and adverbs in my expository writing?

I can use my knowledge of spelling patterns to help me spell and read words.

When I report on the research I have conducted, I have to acknowledge the sources I used and cite/paraphrase from the text correctly

I can effectively write about the facts and information I have learned by:
- introducing a topic or text, clearly
- determine and use an appropriate text structure specific to the task
- using headings, illustrations and multimedia
- using strategies such as definition, classification, comparison/contrast and cause/effect
- developing my topic with relevant facts, definitions, concrete details, quotes or other related information
- using appropriate transitions
- using precise language and domain specific vocabulary
- providing a strong concluding statement or section that is related to the topic
- writing in a formal /academic style, approach, and form

● What types of openings and closings do writers of expository use? How can I use them as models? ● What decisions can I make about word choice and vocabulary to make my writing better?	

Unit Rationale	Unit Overview
Most of what we read on a daily basis is written in an expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author's craft aid in the creation of a student's own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.	In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of expository and informational texts in order to uncover the craft used by these authors as well as the common elements of this genre. The texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct short responses across the curriculum required by standardized testing will be emphasized for the student.

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor expository texts
Writer's Notebook – topics and questions to research
Interactive websites for expository texts

Use digital tools to publish a piece of writing
ePortfolio
RACES technique for cross curricular responses
Research papers, highlighting important information, 1- 3 pgs. in length with evidence of paraphrasing
Use graphic organizers
Peer edit, using teacher created checklist
Write short informational pieces that are focused
Cross curricular projects and writing pieces (plan with content teacher)

Course Title: English Language Arts   Unit Name: Writing – Argument
Grade Level 6

Content Statements	NJSLS:
In this unit, argument writing skills will be further refined through a wide variety of reading experiences.. The craft of writing in this way will also be honed through the experiences of drafting, revising, and publishing pieces in the Argument format across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.	RI.6.1-10 W.6.1,4-10 L.6.1-6 SL.6.1-6
Overarching Essential Questions What routines and materials will help me be a more effective and successful writer? What have I read that can act as a model for my argument writing? How can I craft my own argument based on these models? How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing? How can I	**Overarching Enduring Understandings** Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.

reflect and self-correct during the revision process?

What is an argument?

Unit Essential Questions	Unit Enduring Understandings
How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: ● Use a writer's notebook? ● Collect topics/ideas? ● Know the steps of the writing process? ● Use rubrics and graphic organizers to guide my writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts? ● Revise and edit pieces to make them more effective? ● Develop a sense of voice in my own writing? How can I make decisions about mechanics to make my writing more effective such as: ● Know reasons for paragraphing? ● Use commas for a variety of purposes?	I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces. I can use the feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them. I can use texts that I read to help guide my own writing.

- Create sentences of different length, variety, or complexity? - Use capitalization for a variety of purposes? - Use the correct form of adjectives and adverbs? - Create adverbial and prepositional phrases? - Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively? - Properly use different types of verbs? - Use verbs of consistent tenses that agree with the subject? - Properly use different types of nouns? - Use different types of pronouns? - Use conjunctions, interjections, and appositives? - Use resources and references sources to help support my decisions about mechanics? - How can I use knowledge of spelling patterns to help me spell words in my writing? - Use correct spelling and legible handwriting or technology? - Spell all high frequency words at my grade level correctly? How can I analyze an argument? - What is a claim? - What is an argument? - What is bias? - What is domain specific vocabulary?	I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer. I can use my knowledge of spelling patterns to help me spell and read words. A claim is a statement that has to be proven with valid and relevant facts, An argument is the evidence that supports the claim. A thesis statement is the presentation of a claim and a summary of the arguments that will be presented in the body of the response. Bias is an inclination or prejudice for or against a person, group or idea. Domain specific vocabulary are words or phrases that are related to a particular subject. The following will help me to make a claim and write an effective argument: - use graphic organizers - use techniques of successful authors who pose claims and present supporting arguments

- What is the difference between a conventional essay opening and a thesis statement?
- How can I determine if the information I have found is relevant?
- What kind of words and phrases effectively clarify relationships among claims and reasons?
- What style of writing should I used when analyzing an argument
- How can I craft a powerful closing that follows from the arguments I have presented?

- carefully choose the domain specific, precise words and phrases
- use documents and relevant research and informational text to support my claim
- organize my arguments
- make sure that my closing reminds the reader that I have successfully presented arguments that support the claim I made in my thesis statement

I can write arguments by doing the following:

- Read the question carefully
- Read the assigned document(s)
- Write a thesis statement
- Answer the question using passages from the document
- Provide a connection between the document and its author, as well as the historical context
- Write a strong conclusion, restating the thesis and how I supported it
- introduce a claim
- include a clear thesis statement
- write an argument to support claim
- organize reasons and evidence logically
- support claims with logical reasoning and evidence
- use accurate, credible sources
- demonstrate an understanding of the topic
- use transitional words and phrases

	- use consistent formal, academic style, approach and form - write a conclusion to bring the writing to a close
Unit Rationale We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Sometimes those opinions are presented as factual claims. Students need to understand how and why writers craft persuasive pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims. This analysis and understanding can be used to provide a model for document based writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.	**Unit Overview** In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of arguments in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct on demand writing pieces online will be emphasized as standardized test preparation.

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of touchstone texts with document based elements
Whole group, small group, and individual analysis of touchstone argument texts
Writer's Notebook – ideas, topics and argument
Interactive websites for argument/persuasive/opinion texts
Use digital tools to publish a piece of writing
ePortfolio
Read and compare/contrast argument texts
Practice writing claims
Brainstorm possible arguments and what research would be needed to make them valid
Keep a journal of domain specific vocabulary, as learned from reading argument texts

Write a claim, with supporting arguments, including domain specific vocabulary and a strong
conclusion
Practice writing conclusions about supporting arguments
Cross curricular projects: (plan with content teacher)

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Lisa McGilloway, Beth Canzanese Revised by: Maddy Meehan
Reapproved June 2017

Course Title: English Language Arts   Unit Name: Writing - Narrative
Grade Level: 6

Content Statements	NJSLS:
In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one 'reads like a writer'. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.	RL.6.1-10 W.6.2.4-8, 10 SL.6.1-6 L.6.1-6
Overarching Essential Questions	**Overarching Enduring Understandings**
What routines and materials will help me be a more effective and successful writer?	Writers use their knowledge of the writing process and how writers work to produce writing in

What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models? How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing? How can I reflect and self-correct during the revision process? How can I develop real or imagined experiences?	different genres and for different audiences and purposes. Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.
Unit Essential Questions How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: - Use a writer's notebook? - Collect writing topics/ideas? - Know steps of writing process? - Use rubrics and graphic organizers to guide my writing? - Write for a sustained period? - Reflect on my own writing? - Conference with my peers and teachers? - Use touchstone and mentor texts? - Revise and edit pieces to make them more effective? - Develop a sense of voice in my own writing? How can I make decisions about mechanics to make my writing more effective such as: - Know reasons for paragraphing?	**Unit Enduring Understandings** I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces. I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them. I can use texts that I read to help guide my own writing.

- Use commas for a variety of purposes? - Create sentences of different length, variety, or complexity? - Use capitalization for a variety of purposes? - Use the correct form of adjectives and adverbs? - Create adverbial and prepositional phrases? - Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively? - Properly use different types of verbs? - Use verbs of consistent tenses that agree with the subject? - Properly use different types of nouns? - Use different types of pronouns? - Use conjunctions, interjections, and appositives? - Use resources and references sources to help support my decisions about mechanics? - How can I use knowledge of spelling patterns (Greek and Latin roots and affixes) to help me spell words in my writing? - Use correct spelling and legible handwriting or technology? - Spell all high frequency words at my grade level correctly? What skills can I use to write narratives? - How can I use graphic organizers that help organize narrative story elements?	I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer. I can use my knowledge of spelling patterns to help me spell and read words. I can write about my real or imagined experiences by: - engaging and orienting the reader with a context, sequence, events, narrator and characters - using dialogue, description and pacing - using transition words, phrases and clauses to convey sequence and signal shifts - using precise words, phrases, details and sensory language - providing a conclusion that follows from the experiences or events

• How can my personal experiences be incorporated into a narrative piece? • How can narrative writing be written in the 1st person? (myself) 3rd person? (others) • How can the 'show don't tell' technique be used to make my narrative writing more descriptive? • How can the 'magic of three' technique be used to develop the plot of a narrative piece? • How can 'snapshots' and 'thoughtshots' be used to add detail to my writing? • How can I use the technique of "adding on" to make my writing more detailed? • How can I incorporate sensory images into my writing? • How can vivid verbs, adjectives, and adverbs be used to improve my writing? • What strategies can be used to create openings which 'hook' the reader and what strategies can be used for closings? • What are some ways that characters in narrative pieces can be described? • How can literary elements such as similes and metaphors be used to enhance my writing? • What decisions can I make about word choice and vocabulary to make the writing richer?	

Unit Rationale	Unit Overview
Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author's craft aid in the creation of a student's own narrative piece. Elements of narrative writing can be also be used to help create pieces in which a writer may 'speculate' about what may happen in a fictional scenario.	In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing 3rd person narratives that will help develop the speculative writing required by standardized testing. Students will also expand the idea of a personal narrative into a personal essay in which a 1st person narrative helps illustrate a lesson learned.

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of touchstone texts with narrative elements
Whole group, small group, and individual analysis of mentor narrative texts
Writer's Notebook – collecting ideas
Memoir Unit – write about a place, person or object
Dialogue Activities using cartoons
Show don't tell practice
Interactive websites for narrative texts
Use digital tools to publish a piece of writing
ePortfolio
Substitute precise words for listed generalized words
Describe created settings and characters, with details -- justify, verbally, how the details are relevant
Convert transition words into transition phrases and then transition clauses
Personal Essay
Short story writing
Narratives in 3rd person
Narratives tied to the content areas