

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, NJ 07003

Curriculum Guide

English Language Arts
Grade 6

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Conforms to the New Jersey Student Learning Standards

Board Approved: August 22, 2017

English/Language Arts

(Kindergarten-6th Grade)

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. Teachers can reference the *Differentiation Strategies Supplement* at the end of the document to support lesson design that will meet the needs of a diverse set of learners. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Design: Each of the *English /Language Arts curriculum* contain *A Year-a-Glance guides*, *Readers Workshop* units, and *Writers Workshop* units. The *Readers and Writers Workshop* units contain both an overview for each unit as well as calendar pages that map out the specific goals, teacher tips/readers notebook suggestions, and assessments for each week. All ELA curriculum is aligned with both the *New Jersey Student Learning Standards and the Curricular Framework* adopted by the New Jersey Department of Education in May of 2016. The standards demand that English/Language Arts curricula work to promote the development of solid foundational skills, the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, opportunities for research to develop understanding, and the integration of technology into the classroom. This document ensures that all English/Language Arts standards will be met over the duration of the course.

Format/Mapping/Sequence: The format of the *Overviews* for each document follow the parameters of *Understanding by Design*. Each course curriculum document is written as a series of units containing established goals, essential questions, academic vocabulary, and the necessary skills and knowledge a student must attain in a school year. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands according to student need. The *Year-a-Glance* guides are aimed at providing direction for completion of all ELA components (*Readers/Writers Workshop* and *Word Study*) by the end of the year. Teachers should use the *A Year-a-Glance* guide to pace the components congruently. As well, the *Year-a-Glance* provides guidance for the implementation of the *Words their Way* word study program which consists of phonics, spelling, and vocabulary. The spelling stages (Early Emergent Letter Name, Letter Name, Within Word, Syllables and Affixes, Derivational Relations) contain specific phonics/spelling skills associated with that stage. Spelling stages are also associated with certain grade levels but are not limited to those grade levels. It is only from assessing students using a PSI (primary spelling inventory) or ESI (elementary spelling inventory) that we can arrive at which stage to place each student. Although, *Year-at-a-Glance* does specify a spelling stage for each grade level with specific skills, it does not mean that is where all students are. *Year-at-a-Glance* reflects the majority of where students are and teachers will take into consideration those students below or above that level.

Resources: In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. New Jersey Student Learning Standards and the State Curriculum Framework can be referenced at: <http://www.state.nj.us/education/aps/cccs/lal/>. Additional *Readers and Writers Workshop* resources can be referenced at <http://readingandwritingproject.org/>.

Grade Level: 6		Unit Title: Intentional Reading		Length of Unit: Weeks 1-6	
Overview of Unit: During the first six weeks sixth graders entering middle school are beginning a new, exciting, and sometimes overwhelming experience. Spend time developing a respectful learning community to create an atmosphere of acceptance and belonging that encourages students as readers and writers. Students engage in reading a variety of genres to cite textual evidence and to determine a theme or central idea in literature and informational texts. They engage in various forms of discussion that address the Speaking and Listening standards. Students provide summaries of texts distinct from personal opinions and use the Literacy Notebook to record their thinking—how plot unfolds in a series of episodes, how characters respond to the plot, and how specific word choice impacts meaning and tone. Students explore and develop ideas (seeds) for writing narratives, both real and imagined, and apply conventions of Standard English in written work. Students use technology for research and to produce, publish, and present ideas.					
Essential Question(s): How do readers use textual evidence to grow ideas about theme or central idea? How do readers deepen their understanding of text through conversations with others?					
Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL.6.1 RL.6.2 RL.6.3 RL.6.4	RI.6.1 RI.6.2 RI.6.3 RI.6.4		W.6.1 W.6.3	SL.6.1	L.6.1 L.6.2 L.6.4
Goals: 1. Readers will use the text to justify their thinking. 2. Readers will infer to determine the theme or central idea of both fiction and nonfiction texts. 3. Readers will write an objective summary stating key points.			Academic Vocabulary • Analyze • Central Idea • Claim • Clause • Comprehension • Connotative/Denotative Meaning		

<p>4. Readers will grow understandings about text structure in fiction and nonfiction.</p> <p>5. Readers determine the impact of characters on the plot.</p>	<ul style="list-style-type: none"> • Dialogue • Characterization (types) • Explicit • Evidence • Figurative Language • Infer/Inference • Literal Language • Mood • Objective Summary • Opinion • Pacing • Phrase • Plot Structure • Purpose • Reading Strategy • Static Character • Textual Evidence • Theme • Tone
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Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Suggested Texts

NARRATIVE	INFORMATIVE
<ol style="list-style-type: none"> 1. Tangerine by Edward Bloor 2. Esperanza Rising by Pam Munoz Ryan 3. William Shakespeare Poetry for Young People by 	<ol style="list-style-type: none"> 1. SCOPE Magazine 2. Time For Kids 3. Newsela.com

Grade Level: 6

Unit Title: Intentional Reading

<p>David Scott Kasten and Marina Kastan</p> <ol style="list-style-type: none"> 4. The City of Ember by Jeanne DuPrau 5. Taking Sides by Gary Soto 6. The Dream Keeper and Other Poems by Langston Hughes by Brian Pinkney 7. Holes by Louis Sachar 8. The Medicine Bag by Virginia Driving Hawk Sneve 9. Baseball in April: No-Guitar Blues and Baseball in April by Gary Soto 10. All American Slurp 11. Baucis and Philemon 12. The Road Not Taken by Robert Frost 13. Nadia The Willful by Sue Alexander 14. Tuesday of the Other June 15. All Summer in a Day 	<p>4. Achieve 3000</p>
<p>Professional Resources</p> <p>Websites: https://learnzillion.com http://www.readersworkshop.org https://www.newsela.com</p> <p>Books: Mechanically Inclined by Jeff Anderson Notice and Note by Kylee Beers Literacy Survival Tips by Lori. D. Oczkus</p>	

Grade 6: Unit 1: Intentional Reading: Calendar

Weeks 1-2	Suggested Mini Lessons (I can...)
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Grade Level: 6

Unit Title: Intentional Reading

<p>GOAL:</p> <p>Readers will use the text to justify their thinking.</p> <p>Focus Standards</p> <p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ol style="list-style-type: none"> 1. Define textual evidence ("word for word" support).. FICTION/NONFICTION 2. Define inference and explain how a reader uses textual evidence to reach a logical conclusion ("Based on what I've read, it's most likely true that...."). FICTION/NONFICTION 3. Read closely and find answers explicitly in the text (right there answers) and answers that require an inference. FICTION/NONFICTION 4. Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. FICTION/NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Menu top line/ last line • TET/TFTP • Top 7 • Word Sort

Weeks 3-4 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will infer to determine the theme or central idea of both fiction and nonfiction texts.</p> <p>Readers will write an objective summary stating key points.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) FICTION 2. Define central idea (main point in a text). NONFICTION 3. Analyze plot (the events that happen) to determine a theme (author's overall message). FICTION 4. Analyze a text and determine how an author's use of details conveys (makes known) the central idea. NONFICTION 5. Define summary (a shortened version of the text that states its key points). FICTION/NONFICTION 6. Compose a summary stating the key points of the text without adding my own opinions or feelings FICTION/NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION 6. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 7. Evaluate an argument using the evidence an author provides. NONFICTION

Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	FICTION/NONFICTION <ul style="list-style-type: none"> • What is important? vs. what is interesting? • Menu line(s) 2 • Upside down triangle • Trait words- what is it? /what it's not? • Sequence words to recount the chapter • What does the author want you to remember in this section?

Week 5-7 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will grow understandings about text structure in-fiction and nonfiction:</p> <p>Readers determine the impact of characters on the plot.</p> <p>Focus Standards</p> <p>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</p> <p>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).</p> <p>Supporting Standards</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). FICTION 2. Distinguish which individual(s), event(s), and/or idea(s) are key (must be included) for the text to be valid. NONFICTION 3. Explain how plot is developed by key events and episodes experienced by the characters. FICTION 4. Explain how an author's use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s) NONFICTION 5. Determine qualities of characters in a text based on an author's direct (quality is stated) and indirect (quality is inferred based on what they say, what they do, what they feel, what they think, and what other characters think and say about them) characterization. FICTION 6. Analyze how an author's choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text.

<p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<p>NONFICTION</p> <p>7. Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. FICTION</p> <p>8. Explain how dynamic characters change as the plot moves toward a resolution. FICTION</p> <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
<p>Assessments</p>	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
<p>Readers Notebook</p>	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Connotation graphic organizer (positive, neutral, negative) • WEB: Character's connections to other characters • What is important? vs. what is interesting? • Reference chart on text structure • Character values • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it?</i> vs. <i>what it's not?</i>) • Story mountain and hills (<i>plot, sub plot</i>)

Grade Level: 6	Unit Title: Personal Choices: How do I decide?	Length of Unit: Weeks 7-12			
Overview of Unit: Students continue to focus on reading a variety of genres to determine a theme or central idea, provide objective summaries of literature and informational texts . Students cite textual evidence to support responses to text dependent questions from close reading of complex texts. They use the Readers Notebook to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text and to determine how specific word choice shapes the meaning and tone. Students explore and develop ideas for writing informative/explanatory texts to examine and convey complex ideas and information and apply the conventions of Standard English in written work. In addition to producing and publishing writing, students use technology, including the internet, to link to and cite sources as well as to interact and collaborate with others. Students continue to participate in discussion building on as part of a learning community that is caring and culturally responsive.					
Essential Question(s): How can using evidence from text in conversations, help grow a readers thinking about the text? How can reading about the choices characters make, help the reader make better choices themselves?					
Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL 6.2 RL 6.3 RL 6.4 (Supporting) RL 6.5 RL 6.6 RL 6.9	RI 6.2 RI 6.3 RI 6.4 (Supporting) RI 6.5 RI 6.6 RI 6.8 RI 6.9		W 6.1 W 6.2 W 6.3 W 6.7 W 6.8	SL 6.3 SL 6.4 SL 6.5 SL 6.6	L 6.3
Goals:			Academic Vocabulary		
1. Readers will grow deeper ideas using the text to justify their			• Analysis		

<p>thinking.</p> <ol style="list-style-type: none"> 2. Readers will infer to determine the theme or central idea of both fiction and nonfiction texts. 3. Readers will track theories as they grow and change, taking note of the different things that influenced the characters change. 4. Readers will analyze how key details affect the plot or central idea. 5. Readers will write an objective summary stating key points. 	<ul style="list-style-type: none"> • Audience • Bibliography • Central idea • Connotation • Content Specific vocabulary • Conventions • Domain specific vocabulary • Figurative • Formatting • Graphics • Inferences • Informational/Explanatory Writing • Literary nonfiction • Multimedia • Objective summary • Paraphrase • Plagiarism • Pronouns • Purpose • Task • Technical • Textual evidence • Theme 		
<p>Assessments</p> <p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>			
<p>Suggested Texts</p> <table> <tr> <td data-bbox="111 1299 1035 1393">NARRATIVE</td><td data-bbox="1035 1299 1963 1393">INFORMATIVE</td></tr> </table>		NARRATIVE	INFORMATIVE
NARRATIVE	INFORMATIVE		

- | | |
|--|---|
| <ol style="list-style-type: none">1. The Otherside by Jacqueline Woodson2. My Gracie Aunt by Jacqueline Woodson3. Each Kindness by Jacqueline Woodson4. The Memory String by Eve Bunting5. Freak The Mighty6. Fox (picture book)7. The Gift Giver8. The Challenge by Gary Soto9. Ta-Na-E-Ka by Mary Whitebird10. On the Fringe by Donald Gallo11. Revolt of the Evil Fairies by Ted Poston12. What Do Fish Have to Do with Anything? by Avi*13. Nadia the Willful by Sue Alexander14. Dragonwings by Laurence Yep15. Sixth Grade Can Really Kill You by Barthe DeClements16. The Homework Machine by Dan Gutman17. Million Dollar Throw by Mike Lupica18. The Skin I'm In by Sharon Flake19. I Did It Without Thinking, True Stories About Impulsive Decisions that Changed Lives by Bob Hugel20. Smart Money, How to Manage Your Cash by Danielle Denega21. Two Tickets to Freedom, The True Story of William and Ellen Craft22. Fugitive Slaves by Florence B. Freedman | <ol style="list-style-type: none">1. SCOPE Magazine2. Time For Kids3. Newsela.com4. Achieve 3000 |
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Professional Resources

Websites:

<https://learnzillion.com>

<http://www.readersworkshop.org>

<https://www.newsela.com>

Books:

Mechanically Inclined by Jeff Anderson

Notice and Note by Kyleen Beers

Literacy Survival Tips by Lori. D. Oczkus

Grade 6: Unit 2: Personal Choices: How Do I Decide?: Calendar

Weeks 1-2 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will grow deeper ideas using the text to justify their thinking.</p> <p>Readers will infer to determine the theme or central idea of both fiction and nonfiction texts.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>Supporting Standards</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) FICTION 2. Define central idea (main point in a text). NONFICTION 3. Analyze plot (the events that happen) to determine a theme (author's overall message). FICTION 4. Analyze a text and determine how an author's use of details conveys (makes known) the central idea. NONFICTION 5. Define summary (a shortened version of the text that states its key points). FICTION/NONFICTION 6. Compose a summary stating the key points of the text without adding my own opinions or feelings FICTION/NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance,

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<p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<p>onomatopoeia). FICTION/NONFICTION</p> <p>2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION</p> <p>3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION</p> <p>4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
<p>Assessments</p>	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade-level texts)</p>
<p>Readers Notebook</p>	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • SWBT (Somebody wanted but then): Objective Summary and Your Thinking (from Menu line(s) 2) • Trait words- make a chart what is it? /what it's not? Example: Self-centered • Sequence words to recount the chapter: First, next, then, after that, finally • Upside down triangle (Main idea/supporting details) • Chart: What is important? vs. what is interesting? • What does the author want you to remember in this section? What details are important? (nonfiction)

<p>Weeks 3-4 Goals</p>	<p>Suggested Mini Lessons (I can...)</p>
<p>GOAL:</p> <p>Readers will track theories as they grow and change, taking note of the different things that influenced the characters change.</p> <p>Focus Standards</p>	<p>1. Identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). FICTION</p> <p>2. Distinguish which individual(s), event(s), and/or idea(s) are key (must be included) for the text to be valid. NONFICTION</p>

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).

Supporting Standards

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

3. Explain how plot is developed by key events and episodes experienced by the characters. **FICTION**
4. Explain how an author's use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s). **NONFICTION**
5. Determine qualities of characters in a text based on an author's direct (quality is stated) and indirect (quality is inferred based on what they say, what they do, what they feel, what they think, and what other characters think and say about them) characterization. **FICTION**
6. Analyze how an author's choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text. **NONFICTION**
7. Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. **FICTION**
8. Explain how dynamic characters change as the plot moves toward a resolution. **FICTION**

Suggested Mini Lessons for Supporting Standards:

(I can...)

1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). **FICTION/NONFICTION**
2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). **FICTION/NONFICTION**
3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). **FICTION/NONFICTION**
4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). **NONFICTION**
5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. **FICTION/NONFICTION**

Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	FICTION/NONFICTION <ul style="list-style-type: none"> • Connotation graphic organizer (positive, neutral, negative) scrawny vs. trim, job vs. career, vintage vs. old • Relationship Web: Character's connections to other characters • Character values: chart change in character • Story mountain and hills (<i>plot, sub plot</i>) • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) Ex: Who is self-centered and how does the reader know? What might happen if the characters stay self-centered? Change? How do these things affect the story? • Connotation graphic organizer (positive, neutral, negative) • Reference chart on text structure, signal words, graphic organizer • What is important vs. what is interesting?

Week 5-7 Goals	Suggested Mini Lessons (I can...)
GOAL: Readers will analyze how key details affect the plot or central idea. Readers will write an objective summary stating key points. Focus Standards RI.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.	<ol style="list-style-type: none"> 1. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development (FICTION) or central idea of a text (NONFICTION). 2. Analyze text and determine the author's purpose for including a particular sentence, chapter, scene, paragraph, section or stanza. FICTION/NONFICTION 3. Recognize how a particular sentence, chapter, scene, section, paragraph, or stanza contributes to the overall text and its meaning. FICTION/NONFICTION

<p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<ol style="list-style-type: none"> 4. Identify the different points of view. FICTION 5. Define point of view as how the author feels about the situation or topic. NONFICTION 6. Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. FICTION 7. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. NONFICTION 8. Identify details or examples in a text where the author develops the point of view of a narrator or speaker. FICTION/NONFICTION 9. Determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Choose an excerpt and write how it connects/relates to the theme (provide theme), setting, or plot.

	<ul style="list-style-type: none"> • Why does the author include this particular sentence, chapter, etc.? What is revealed to the reader that is important to the meaning of the text? • How does the author develop the POV? Is it through the narrator's words, thoughts, or actions? Is it through another character's words or actions?" • Chart: one character in one color and another in a different color. Compare characters POVs. • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION • Link for resources: https://www.engageny.org/sites/default/files/resource/attachments/6m3a.pdf
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Grade Level: 6	Unit Title: Point of View and Perspective	Length of Unit: Weeks 13-18			
Overview of Unit: Students will focus on point of view (perspective) in literature and informational texts and examine how this element plays a role in determining an author's purpose . Students continue to cite textual evidence to support thinking as they trace and evaluate claims and reasoning presented in arguments, distinguishing claims that are supported by reasons and evidence from those that are not, and continue to use technology, including the internet, to research topics of interest and interact and collaborate with others. Students will examine how an author's perspective on a topic impacts how information is presented as they compare and contrast one author's presentation of events with that of another and continue use of the Writing Notebook as a tool for exploring ideas for deeper exploration from reading and to and gather relevant evidence from research to support claims for arguments. Students continue to participate in face-to-face discussions to share ideas and make thinking visible by following the rules of discussion and debate.					
Essential Question(s): How do readers identify the overall point of view of the text? How do readers keep track of and provide evidence for ideas as they change and grow?					
Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL.6.4 (Supporting) RL.6.5 RL.6.6 RL.6.7 RL.6.9	RI.6.4 (Supporting) RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9		W.6.1 W.6.7 W.6.8	SL.6.4 SL.6.5	
Goals: 1. Readers will grow deeper ideas by giving support from the text to back their ideas. 2. Readers will critically examine an author's point of view and analyze how well the author supported it.			Academic Vocabulary: • Argument • Claims • Credible (Credibility) • Evidence • Connotations		

3. Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes.
4. Readers will write using relevant evidence from research to support claims for arguments.

- Denotations
- Compare and Contrast
- Counterclaims
- Paraphrase
- Point of View
- Perspective
- Trace and Evaluate
- Digital Sources
- Refute
- Verify
- Validity
- Rebuttal

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Suggested Texts

NARRATIVE	INFORMATIVE
<ol style="list-style-type: none"> 1. Bridge to Terabithia by Katherine Paterson 2. Sing Down the Moon by Scott O'Dell 3. Harlem Summer by Walter Dean Myers 4. The Cay by Theodore Taylor 5. The Journal of Biddy Owens, The Negro Leagues, 	<ol style="list-style-type: none"> 1. SCOPE Magazine 2. Time For Kids 3. Newsela.com 4. Achieve 3000

- Birmingham, Alabama 1948 by Walter Dean Myers
6. Heroes of the Environment, True Stories of People Who Are Helping to Protect Our Planet by Harriet Rohmer
 7. Through My Eyes by Ruby Bridges

Professional Resources

Websites:

<https://learnzillion.com>

<http://www.readersworkshop.org>

<https://www.newsela.com>

Books:

Mechanically Inclined by Jeff Anderson

Notice and Note by Kylene Beers

Literacy Survival Tips by Lori. D. Oczkus

Grade 6: Unit 3: Point of View and Perspective: Calendar

Weeks 1-2 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will grow deeper ideas by giving support from the text to back their ideas.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ol style="list-style-type: none"> 1. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development (FICTION) or central idea of a text (NONFICTION). 2. Analyze text and determine the author's purpose for including a particular sentence, chapter, scene, paragraph, section or stanza. FICTION/NONFICTION 3. Recognize how a particular sentence, chapter, scene, section, paragraph, or stanza contributes to the overall text and its meaning. FICTION/NONFICTION 4. Identify the different points of view. FICTION 5. Define point of view as how the author feels about the situation or topic. NONFICTION 6. Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. FICTION 7. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. NONFICTION 8. Identify details or examples in a text where the author develops the point of view of a narrator or speaker. FICTION/NONFICTION 9. Determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and

Grade Level: 6: Unit 3: Point of View and Perspective

	<p>figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION</p> <p>3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION</p> <p>4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
Assessments	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> Choose an excerpt and write how it connects/relates to the theme (provide theme), setting, or plot. Why does the author include this particular sentence, chapter, etc.? What is revealed to the reader that is important to the meaning of the text? How does the author develop the POV? Is it through the narrator's words, thoughts, or actions? Is it through another character's words or actions?" Chart: one character in one color and another in a different color. Compare characters POVs. POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) Chart: WORD – LITERAL MEANING – CONNOTATION

Weeks 3-4 Goals	Suggested Mini Lessons
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Grade Level: 6

Unit Title: Point of View and Perspectives

	(I can...)
<p>GOAL:</p> <p>Readers will critically examine an author's point of view and analyze how well the author supported it.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ol style="list-style-type: none"> 1. Explain the mental images that occur while reading (what I see and hear). FICTION 2. Recognize that authors use various formats when presenting information on a topic/issue. NONFICTION 3. Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. FICTION 4. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. NONFICTION 5. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. FICTION 6. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue. NONFICTION 7. Identify the side of an argument an author presents in a text. NONFICTION 8. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). NONFICTION 9. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 10. Evaluate an argument using the evidence an author provides. NONFICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (It means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a

	<p>dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION</p> <p>4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? NONFICTION • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>)

Week 5-7 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes.</p> <p>Readers will write using relevant evidence from research to support claims for arguments.</p> <p>Focus Standards</p> <p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Supporting Standards</p>	<ol style="list-style-type: none"> 1. Explain the characteristics of different forms of text (e.g., stories, poems, dramas). FICTION 2. Recognize how authors can present information differently based on their point of view. NONFICTION 3. Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). FICTION 4. Explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). NONFICTION 5. Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. FICTION 6. Compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). NONFICTION 7. Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. FICTION

Grade Level: 6: Unit 3: Point of View and Perspective

<p>RI.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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>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.</p>	<p>8. Contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s). NONFICTION</p> <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION 6. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 7. Evaluate an argument using the evidence an author provides. NONFICTION
<p>Assessments</p>	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
<p>Readers Notebook</p>	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Choose an excerpt and write how it connects/relates to the theme (provide theme), setting, or plot. • Why does the author include this particular sentence, chapter, etc.? What is revealed to the reader that is important to the meaning of the text? • How does the author develop the POV? Is it through the narrator's words, thoughts, or actions? Is it through another character's words or actions?" • Chart: one character in one color and another in a different color. Compare characters POVs. • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION • What is important? vs. what is interesting? • Menu line(s) 2 • Upside down triangle

Grade Level: 6	Unit Title: Take a Stand/Trace and Evaluate Argument	Length of Unit: Weeks 19-24
<p>Overview of Unit:</p> <p>Continue the ongoing focus on point of view in relation to literature, informational text, and argument. Students will explore how an author's point of view and/or purpose shapes the context, style, and structure of text. They will read and evaluate arguments and specific claims by distinguishing claims that are supported by reasons and credible evidence from those that are not. Students will continue to read various texts that present differing perspectives and distinguish one author's position on a topic from that of another. They will cite textual evidence to support their thinking about a text. As they explore topics for argument writing, students will use observations and facts from research to make a claim (thesis) and take a stand. They will support claims with clear reasons and relevant evidence using information gathered from multiple print and digital sources. Students should have opportunities to use technology, including the Internet, to interact and collaborate with others while researching and developing writing. They will strengthen speaking and listening skills and analyze different perspectives and counter claims by engaging in structured discussions using methods like Scored Discussion and Save the Last Word. They will focus on evaluating a speaker's point of view, reasoning, and use of evidence to present claims and findings in a coherent manner. Students will produce written arguments that reflect the Standards. As students progress toward seventh grade, they will read and comprehend a variety of literary and informational texts within the 6-8 text complexity band proficiently, with scaffolds as needed at the high end of the range. They will continue to record their thinking about reading, writing, research, and discussions in their Literacy Notebooks.</p>		
<p>Essential Question(s):</p> <p>How can readers become objective and critical in their stance?</p> <p>How do readers use textual evidence to evaluate arguments and specific claims made by a text?</p>		

Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL.6.4 (Supporting) RL.6.5 RL.6.6 RL.6.7 RL.6.9	RI.6.4 (Supporting) RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9		W.6.6 W.6.7 W.6.8	SL.6.3 SL.6.4 SL.6.5 SL.6.6	L.6.3
Goals: <ol style="list-style-type: none"> 1. Readers will distinguish one author's position on a topic from that of another. 2. Readers will evaluate arguments and specific claims using textual evidence. 3. Readers will take a stance and support claims with clear reasons and relevant evidence. 4. Readers will evaluate a speaker's point of view, reasoning, and use of evidence to present claims. 			Academic Vocabulary <ul style="list-style-type: none"> • Argument • Claims • Credible (Credibility) • Evidence • Connotations • Denotations • Debate • Determine • Coherent • Compare and Contrast • Counterclaims • Paraphrase • Point of View • Perspective 		

- Trace and Evaluate
- Convey
- Integrate
- Contradict
- Pro/Con

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Suggested Texts

NARRATIVE	INFORMATIVE
<ol style="list-style-type: none"> 1. Call It Courage by Armstrong Sperry 2. Night John by Gary Paulsen 3. The Boys Start the War by Phyllis Reynolds Taylor 4. Max the Mighty by Rodman Philbrick 5. Anything But Typical by Nora Raleigh Baskin 6. March Toward Thunder by Joseph Bruchac 7. The Skin I'm In by Sharon Flake 8. Hoot by Carl Hiaasen 	<ol style="list-style-type: none"> 1. Heroes' of the Environment: True Stories of People Who Are Helping to Protect Our Planet by Harriet Rohmer 2. SCOPE Magazine 3. Time For Kids 4. Newsela.com 5. Achieve 3000

Professional Resources

Websites:

<https://learnzillion.com>

<http://www.readersworkshop.org>

<https://www.newsela.com>

Books:

Mechanically Inclined by Jeff Anderson

Notice and Note by Kylene Beers

Literacy Survival Tips by Lorf. D. Oczkus

Grade Level: 6: Unit 4: Take a Stand/Trace and Evaluate Argument: Calendar

Weeks 1-2	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will distinguish one author's position on a topic from that of another.</p> <p>Focus Standards</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development (FICTION) or central idea of a text (NONFICTION). 2. Analyze text and determine the author's purpose for including a particular sentence, chapter, scene, paragraph, section or stanza. FICTION/NONFICTION 3. Recognize how a particular sentence, chapter, scene, section, paragraph, or stanza contributes to the overall text and its meaning. FICTION/NONFICTION

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6: 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.

Supporting Standards

RI.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

4. Identify the different points of view. **FICTION**
5. Define point of view as how the author feels about the situation or topic. **NONFICTION**
6. Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. **FICTION**
7. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. **NONFICTION**
8. Identify details or examples in a text where the author develops the point of view of a narrator or speaker. **FICTION/NONFICTION**
9. Determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. **NONFICTION**

Suggested Mini Lessons for Supporting Standards:

(I can...)

1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). **FICTION/NONFICTION**
2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). **FICTION/NONFICTION**
3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). **FICTION/NONFICTION**
4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). **NONFICTION**
5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. **FICTION/NONFICTION**

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Choose an excerpt and write how it connects/relates to the theme (provide theme), setting, or plot. • Why does the author include this particular sentence, chapter, etc.? What is revealed to the reader that is important to the meaning of the text? • How does the author develop the POV? Is it through the narrator's words, thoughts, or actions? Is it through another character's words or actions?" • Chart: one character in one color and another in a different color. Compare characters POVs. • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION
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Weeks 3-4 Goals	Suggested Mini Lessons (I can...)
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GOAL:

Readers will evaluate arguments and specific claims using textual evidence.

Focus Standards

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Supporting Standards

RI.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.

1. Identify the side of an argument an author presents in a text. **NONFICTION**
2. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). **NONFICTION**
3. Identify claims that are supported by fact(s) and those that are opinion(s). **NONFICTION**
4. Evaluate an argument using the evidence an author provides. **NONFICTION**
5. Explain the characteristics of different forms of text (e.g., stories, poems, dramas). **FICTION**
6. Recognize how authors can present information differently based on their point of view. **NONFICTION**
7. Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). **FICTION**
8. Explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). **NONFICTION**
9. Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. **FICTION**
10. Compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). **NONFICTION**
11. Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. **FICTION**
12. Contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s). **NONFICTION**

**Suggested Mini Lessons for Supporting Standards:
(I can...)**

	<ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., “stem” in an article about flowers versus “stem” in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION

Week 5-7 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will take a stance and support claims with clear reasons and relevant evidence.</p> <p>Readers will evaluate a speaker's point of view, reasoning, and use of evidence to present claims.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Supporting Standards</p>	<ol style="list-style-type: none"> 1. Explain the mental images that occur while reading (what I see and hear). FICTION 2. Recognize that authors use various formats when presenting Information on a topic/issue. NONFICTION 3. Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. FICTION 4. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. NONFICTION 5. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. FICTION 6. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue. NONFICTION 7. Identify the side of an argument an author presents in a text. NONFICTION 8. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). NONFICTION 9. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 10. Evaluate an argument using the evidence an author provides. NONFICTION

<p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (It means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
<p>Assessments</p>	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
<p>Readers Notebook</p>	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION

Grade Level: 6	Unit Title: Compare and Contrast: Approach and Presentation	Length of Unit: Weeks 25-30			
Overview of Unit: Students will determine how evidence is used to support assertions made in reading, writing, speaking and listening. Students will consider topics from different viewpoints and compare and contrast how different writing forms, genres, and presentation modes impact the reader's experience . They will focus on analyzing the structure of literary and informational texts to form a better understanding of how structure contributes to meaning. Students will continue to use the Literacy Notebook to reflect on reading experiences and gather research for informational/explanatory writing. They will use the notebook to explore ideas for narrative writing and gather relevant evidence to support claims for argument writing. Students will continue to use technology, including the internet, to interact and collaborate with others and publish writing and communications products. They will continue to participate in discussions to share ideas and make thinking visible. Students will continue to read texts of increasing complexity at the higher end of the grade 6-8 band, and to engage with complex texts on various topics to meet the demands of the College and Career Readiness Standards.					
Essential Question(s): How does a reader use what they know about the structure of a text to support comprehension? How does a reader synthesize information read from a variety of texts on the same topic?					
Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL.6.4 (Supporting) RL.6.5 RL.6.6 RL.6.7 RL.6.9	RI.6.4 (Supporting) RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9		W.6.1 W.6.2 W.6.3 W.6.6 W.6.7 W.6.8	SL.6.3 SL.6.4 SL.6.5 SL.6.6	L.6.3
Goals: 1. Readers will determine how evidence is used to support claims.			Academic Vocabulary • Central idea • Claims/Counter Claims		

2. Readers will evaluate differing viewpoints on the same topic.
3. Readers will compare and contrast how different writing forms, genres, and presentation modes impact the reader's experience.
4. Readers will analyze the structure of literary and informational texts to form a better understanding of how structure contributes to meaning.

- Coherent
- Compare and Contrast
- Connotation/Denotation
- Contradict/Contradiction
- Credible (Credibility) Convey
- Debate
- Delineate
- Distinguish
- Figurative Language vs.
- Literal Language
- Genre
- Integrate
- Interpret/Interpretation
- Media
- Modes of Writing
- Paraphrase
- Perceive
- Plot
- Perspective
- Setting
- Theme
- Technical Meaning
- Textual evidence
- Trace and Evaluate
- Transition
- Point of View

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic

Grade Level: 6

Unit Title: Compare and Contrast: Approach and Presentation

organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Suggested Texts

NARRATIVE	INFORMATIVE
<ol style="list-style-type: none"> 1. Esperanza Rising by Pam Munoz Ryan 2. Roll of Thunder, Hear My Cry by Mildred D.Taylor 3. Touching Spirit Bear by Ben Mikaelson 4. Bud, Not Buddy by Christopher Paul Curtis 5. Orphan Train Rider, One Boys Story by Andrea Warren 6. A Dog Called Kitty by Bill Wallace 7. Because of Winn Dixie by Kate Dicamillo 8. The Journal of Biddy Owens, The Negro Leagues, Birmingham, Alabama 1948 by Walter Dean Myers 9. My Name is America: the Journal of Jesse Smoke by Joseph Bruchac 10. Alexander the Great, Master of the Ancient World by Doug Whilhelm 11. Attila the Hun, Leader of the Barbarian Hordes by Sean Stewart Price 	<ol style="list-style-type: none"> 1. SCOPE Magazine 2. Time For Kids 3. Newsela.com 4. Achieve 3000

Professional Resources

Websites:

<https://learnzillion.com>

<http://www.readersworkshop.org>

<https://www.newsela.com>

Books:

Mechanically Inclined by Jeff Anderson

Grade Level: 6

Unit Title: Compare and Contrast: Approach and Presentation

Grade Level: 6: Unit 5: Compare and Contrast: Approach to Presentation: Calendar

Weeks 1-2	Suggested Mini Lessons (I can...)
GOAL: Readers will determine how evidence is used to support claims.	1. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development (FICTION) or

Readers will evaluate differing viewpoints on the same topic.

Focus Standards

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.

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.

Supporting Standards

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

central idea of a text (**NONFICTION**).

2. Analyze text and determine the author's purpose for including a particular sentence, chapter, scene, paragraph, section or stanza. **FICTION/NONFICTION**
3. Recognize how a particular sentence, chapter, scene, section, paragraph, or stanza contributes to the overall text and its meaning. **FICTION/NONFICTION**
4. Identify the different points of view. **FICTION**
5. Define point of view as how the author feels about the situation or topic. **NONFICTION**
6. Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. **FICTION**
7. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. **NONFICTION**
8. Identify details or examples in a text where the author develops the point of view of a narrator or speaker. **FICTION/NONFICTION**
9. Determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. **NONFICTION**

Suggested Mini Lessons for Supporting Standards:

(I can...)

1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). **FICTION/NONFICTION**
2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). **FICTION/NONFICTION**
3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). **FICTION/NONFICTION**
4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an

	<p>article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> Choose an excerpt and write how it connects/relates to the theme (provide theme), setting, or plot. Why does the author include this particular sentence, chapter, etc.? What is revealed to the reader that is important to the meaning of the text? How does the author develop the POV? Is it through the narrator's words, thoughts, or actions? Is it through another character's words or actions?" Chart: one character in one color and another in a different color. Compare characters POVs. POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) Chart: WORD – LITERAL MEANING – CONNOTATION

Weeks 3-4 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will compare and contrast how different writing forms, genres, and presentation modes impact the reader's experience.</p> <p>Focus Standards</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening</p>	<ol style="list-style-type: none"> 1. Explain the mental images that occur while reading (what I see and hear). FICTION 2. Recognize that authors use various formats when presenting information on a topic/issue. NONFICTION 3. Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. FICTION

Grade Level: 6: Unit 5: Compare and Contrast: Approach and Presentation

to or viewing an audio, video, or live version of the text, including contrasting what they "see" and hear when reading the text to what they perceive when they listen or watch.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8: 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.

Supporting Standards

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

4. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. **NONFICTION**
5. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. **FICTION**
6. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue. **NONFICTION**
7. Identify the side of an argument an author presents in a text. **NONFICTION**
8. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). **NONFICTION**
9. Identify claims that are supported by fact(s) and those that are opinion(s). **NONFICTION**
10. Evaluate an argument using the evidence an author provides. **NONFICTION**

Suggested Mini Lessons for Supporting Standards:

(I can...)

1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). **FICTION/NONFICTION**
2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). **FICTION/NONFICTION**
3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). **FICTION/NONFICTION**
4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). **NONFICTION**
5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. **FICTION/NONFICTION**

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or

Grade Level: 6

Unit Title: Compare and Contrast: Approach and Presentation

	fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	FICTION/NONFICTION <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) • EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION

Week 5-7 Goals	Suggested Mini Lessons (I can...)
GOAL: Readers will analyze the structure of literary and informational texts to form a better understanding of how structure contributes to meaning. Focus Standards RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9: Compare and contrast 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.	<ol style="list-style-type: none"> 1. Identify the side of an argument an author presents in a text. NONFICTION 2. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). NONFICTION 3. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 4. Evaluate an argument using the evidence an author provides. NONFICTION 5. Explain the characteristics of different forms of text (e.g., stories, poems, dramas). FICTION

Grade Level: 6: Unit 5: Compare and Contrast: Approach and Presentation

RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Supporting Standards

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.

6. Recognize how authors can present information differently based on their point of view. **NONFICTION**
7. Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). **FICTION**
8. Explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). **NONFICTION**
9. Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. **FICTION**
10. Compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). **NONFICTION**
11. Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. **FICTION**
12. Contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s). **NONFICTION**

Suggested Mini Lessons for Supporting Standards:

(I can...)

1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). **FICTION/NONFICTION**
2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). **FICTION/NONFICTION**
3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). **FICTION/NONFICTION**
4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). **NONFICTION**
5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. **FICTION/NONFICTION**

Assessments

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

<p>Readers Notebook</p>	<p>FICTION/NONFICTION:</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION
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Grade Level: 6	Unit Title: Show What You Know: Putting It All Together	Length of Unit: Weeks 31-36			
Overview of Unit: Students continue to explore complex texts and use textual evidence to support responses to text-dependent questions . They make inferences and draw conclusions from reading and analyze how authors make intentional decisions on word choice to convey meaning. Students understand how authors develop point of view and how text structures are used to develop theme, setting, and plot in literary texts. Students explore the structure of informational/explanatory texts to determine the writer's point of view and analyze how ideas and events are introduced, illustrated, and supported through examples or anecdotes. Students continue to use the Literacy Notebook to reflect on their reading and writing. Students continue to use technology to plan and produce writing and communication products suitable for inclusion in the Writing Portfolio and write for a variety of purposes and situations including writing in timed settings using both stand alone and passage-based writing prompts. Toward the end of the grading period, students review writing portfolio contents and identify pieces required for the portfolio. They demonstrate an understanding of the speaking and listening standards as they engage in discussions to share ideas and make thinking visible. Students demonstrate reading proficiency at the high end of the grade 6-8 band and continue to engage with complex texts on various topics to meet College and Career Readiness Standards.					
Essential Question(s): How do readers use strategies to construct meaning from text?					
Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
RL.6.2 RL.6.3 RL.6.5 RL.6.6 RL.6.9	RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.8 RI.6.9		W.6.1 W.6.2 W.6.3 W.6.6 W.6.7 W.6.8	SL.6.3 SL.6.4 SL.6.6	L.6.3
Goals:			Academic Vocabulary		

<ol style="list-style-type: none"> 1. Readers will identify and analyze features of themes conveyed through characters, actions, and images. 2. Readers will make inferences using textual information and provide supporting evidence. 3. Readers will identify and analyze features of themes conveyed through characters, actions, and images. 4. Readers will compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding. 	<ul style="list-style-type: none"> • Author's Point of View • Biography/ Autobiography • Claims/Counter Claims • Coherent • Compare and Contrast • Connotation/Denotation • Contradict/Contradiction • Convey • Credible (Credibility) • Distinguish • Explicit Textual Evidence • Figurative Language • Form (Writing Forms) • Genre • Inference • Interpret/Interpretation • Modes of Writing • Narrator • Objective Summary • Perceive • Points of View (First, Second, Third) • Pro/Con • Resolution • Specific Word Choice • Text Structure • Theme and Central Idea • Tone
<p>Assessments Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic</p>	

Grade Level: 6

Unit Title: Show What You Know: Putting It All Together

organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Suggested Texts

NARRATIVE	INFORMATIVE
<ol style="list-style-type: none">1. March Toward Thunder by Joseph Bruchac2. The Krakatau Eruption by Peter Benoit3. Surviving Sharks and Other Dangerous Creatures by Allan Zullo4. The Story of My Life by Helen Keller5. Call It Courage by Armstrong Sperry6. The Discovery by Gordon Korman7. The Deep by Gordon Korman8. The Danger by Gordon Korman9. The Red Scarf Girl by Ji-li Jiang	<ol style="list-style-type: none">1. SCOPE Magazine2. Time For Kids3. Newsela.com4. Achieve 3000

Professional Resources

Websites:

<https://learnzillion.com>

<http://www.readersworkshop.org>

<https://www.newsela.com>

Books:

Mechanically Inclined by Jeff Anderson

Notice and Note by Kylene Beers

Literacy Survival Tips by Lori D. Oczkus

Grade Level: 6: Unit 6: Show What You Know: Putting It all Together: Calendar

Weeks 1-2	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Readers will make inferences using textual information and provide supporting evidence.</p> <p>Focus Standards</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular</p>	<ol style="list-style-type: none"> 1. Define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) FICTION 2. Define central idea (main point in a text). NONFICTION 3. Analyze plot (the events that happen) to determine a theme (author's overall message). FICTION 4. Analyze a text and determine how an author's use of details conveys (makes known) the central idea. NONFICTION 5. Define summary (a shortened version of the text that states its

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Unit Title: Show What You Know: Putting It All Together

<p>details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>key points). FICTION/NONFICTION</p> <ol style="list-style-type: none"> 6. Compose a summary stating the key points of the text without adding my own opinions or feelings. FICTION/NONFICTION 7. Identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). FICTION 8. Distinguish which individual(s), event(s), and/or idea(s) are key (must be included) for the text to be valid. NONFICTION 9. Explain how plot is developed by key events and episodes experienced by the characters. FICTION 10. Explain how an author's use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s). NONFICTION 11. Determine qualities of characters in a text based on an author's direct (quality is stated) and indirect (quality is inferred based on what they say, what they do, what they feel, what they think, and what other characters think and say about them) characterization. FICTION 12. Analyze how an author's choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text. NONFICTION 13. Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. FICTION 14. Explain how dynamic characters change as the plot moves toward a resolution. FICTION <p>Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION
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	<p>2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION</p> <p>3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION</p> <p>4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
Assessments	Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh/new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • Connotation graphic organizer (positive, neutral, negative) • WEB: Character's connections to other characters • What is important? vs. what is interesting? • Reference chart on text structure • Character values • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • Menu line(s) 2 • Upside down triangle • Trait words- what is it? /what it's not? • Sequence words to recount the chapter • What does the author want you to remember in this section? • Story mountain and hills (<i>plot; sub plot</i>)

Weeks 3-4 Goals	Suggested Mini Lessons
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	(I can...)
<p>GOAL:</p> <p>Readers will identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Supporting Standards</p> <p>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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ol style="list-style-type: none"> 1. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development (FICTION) or central idea of a text (NONFICTION). 2. Analyze text and determine the author's purpose for including a particular sentence, chapter, scene, paragraph, section or stanza. FICTION/NONFICTION 3. Recognize how a particular sentence, chapter, scene, section, paragraph, or stanza contributes to the overall text and its meaning. FICTION/NONFICTION 4. Identify the different points of view. FICTION 5. Define point of view as how the author feels about the situation or topic. NONFICTION 6. Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. FICTION 7. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. NONFICTION 8. Identify details or examples in a text where the author develops the point of view of a narrator or speaker. FICTION/NONFICTION 9. Determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. NONFICTION <p>Suggested Mini Lessons for Supporting Standards:</p> <p>(I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and

	<p>figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION</p> <p>3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION</p> <p>4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION</p> <p>5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION</p>
Assessments	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is Important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts, words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad) • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) • Chart: EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION

Week 5-7 Goals	Suggested Mini Lessons (I can...)
<p>GOAL:</p> <p>Readers will compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.</p> <p>Focus Standards</p> <p>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.</p> <p>RI.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Supporting Standards</p> <p>RI.5.4: 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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ol style="list-style-type: none"> 1. Identify the side of an argument an author presents in a text. NONFICTION 2. Determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). NONFICTION 3. Identify claims that are supported by fact(s) and those that are opinion(s). NONFICTION 4. Evaluate an argument using the evidence an author provides. NONFICTION 5. Explain the characteristics of different forms of text (e.g., stories, poems, dramas). FICTION 6. Recognize how authors can present information differently based on their point of view. NONFICTION 7. Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). FICTION 8. Explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). NONFICTION 9. Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. FICTION

	<p>10. Compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). NONFICTION</p> <p>11. Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. FICTION</p> <p>12. Contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s). NONFICTION</p> <p style="text-align: center;">Suggested Mini Lessons for Supporting Standards: (I can...)</p> <ol style="list-style-type: none"> 1. Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). FICTION/NONFICTION 2. Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). FICTION/NONFICTION 3. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). FICTION/NONFICTION 4. Recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). NONFICTION 5. Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. FICTION/NONFICTION
Assessments	<p>Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book; then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)</p>
Readers Notebook	<p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • What does the author want you to remember in this section? • Connotation graphic organizer (positive, neutral, negative) • What is important? vs. what is interesting? • Reference chart on text structure • Connections to the book so far... questions to think about... (Stems off of week 3-4 <i>what is it? Vs. what it's not?</i>) • POV Chart: CLAIM (What is Moon Shadow's point of view of the demons and the Land of the Golden Mountain?) EVIDENCE (How do you know? Choose specific words, phrases, and sentences from the text that support your claim) TECHNIQUE (How does he tell us about it? – actions, thoughts,

	<p>words, descriptions, statistics, anecdotes, pictures/ captions, etc.) OR WORD CHOICE/TONE (for example angry, sad)</p> <ul style="list-style-type: none"> • Chart: QUESTIONS (What culture did the author grow up in?) PERSPECTIVE (Based on the response, what does the author think about ...) EVIDENCE (Text evidence) • Chart: WORD – LITERAL MEANING – CONNOTATION
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Grade Level: 6	Unit Title: Personal Narrative	Month: October – December
<p>Overview of Unit: The year and Unit 1 begins with the Personal Narrative. This unit will begin with inspiring students to write. You must instill in your students that their life is worth sharing and writing about. We want to draw on the students’ prior knowledge and remind them about all of the narrative writing they have done in years past. They should bring that knowledge with them as they put their motivations and true meanings of their lives onto the pages as they write. You must instill in the students that they are decision makers in their writing. They must assess their writing, review their options and make decisions about what it is that needs to be done. Students’ stories must carry significance. They cannot be anyone’s story such as "I scored a goal" but rather what was the real story here? What was happening to the student that wasn't happening to anyone else that carries such importance? We must lift the level of their narrative writing. New strategies, as well as ones they already know should be introduced. New strategies such as thinking of a place that matters to them most and then making a quick sketch of that place. Or jotting down all of the powerful Small Moments that come from that place. An important part of narrative writing is "show, don't tell". Students must be taught to show the entire story and not summarize it. In the first bend, students should be writing a two page flash draft personal narrative each day in preparation for publication. Each one should improve. In Bend II, students will take a seed idea to take through the process of writing. In this bend multiple leads or angles to a story will be written and revised to show the true meaning. By the end of this bend, students will have revised their flash-drafts and in doing so, will have learned many different strategies, what works, what does not work and work toward a clear goal. In the final bend, bend III, students will need to draw on everything they know how to do and make use of their writing tools and strategies. They will analyze and annotate a mentor text and see how they can use the craft moves of a published author. What can they do in their writing that this author has done successfully? Personal Narratives will be published and celebrated.</p>		
<p>Essential Question(s):</p> <p>1. Why do writers draw from their own personal experiences while writing?</p>		<p>Academic Vocabulary:</p> <ul style="list-style-type: none">• Narrative• Small Moments• Details• Leads• Inner thinking• Dialogue• Scenes• Characters
Focus Standards		

Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>			<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 1. 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. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of 	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye</p>	<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.6. Acquire and use accurately grade-</p>

<p>specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>			<p>transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-</p>	<p>contact, adequate volume, and clear pronunciation). SL.6.5.. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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			<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self</p>		
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			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.		
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Grade 6 Unit 1 Personal Narrative

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 1 Writers establish important writing strategies and develop important details for special stories	Bend 1 Session 1 WW learn from finished texts, study and imagine the strategies the writer has used so they can try those same strategies in their own writing.	Bend 1 Session 2 WW practice the strategy of sketch a map jotting down all the powerful small moment ideas that come from that place.	Continue Session 2 WW practice the strategy of sketch a map jotting down all the powerful small moment ideas that come from that place.	Bend 1 Session 3 WW write true stories jotting down moments that really mattered and could have been the first or last times about moments where they learned something important about themselves.	Continue Session 3 WW write true stories jotting down moments that really mattered and could have been the first or last times about moments where they learned something important about themselves.		<i>Text Suggestions for the Unit:</i> <i>Seedfolks (Paul Fleishman)</i> <i>The Memory Box (M. Bahr)</i> <i>The Wand in the Word (Leonard Marcus)</i> <i>Looking Back (Lois Lowry)</i> <i>Love that Dog (Sharon Creech)</i> <i>Walk Two Moons (Sharon Creech)</i>

Grade 6 Unit 1 Personal Narrative

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 2 Writers will implement strategies to keep writing small, focused and sequential stories	Bend 1 Session 4 WW carefully tell the details of the story exactly how the narrator perceived them at that moment.	Continue Session 4	Bend 1 Session 5 WW read other authors texts not only to experience the characters story but to admire and emulate the quality of writing.	Continue Session 5	Bend 1 Session 6 WW pause and reflect using a checklist to guide as they look back at their writing and assess their growth and set goals.		Everything Will Be Ok (James Howe)
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions

Grade 6 Unit 1 Personal Narrative

Week 3 Writers determine a lesson worthy story with a memorable lead.	Bend II Session 7 WW rehearse several different leads.	Continue Session 7	Bend II Session 8 WW write their flash draft getting the whole story on the page.	Bend II Session 9 WW use their Writer's Notebook as a place to deliberately practice the techniques and skills they want to see in their writing.	Continue Session 9		"Everything Will Be Okay" (James Howe)
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 4	Bend II Session 10	Continue Session 10	Bend II Session 11	Continue Session 11		Internal/External Story Arc	

Grade 6 Unit 1 Personal Narrative

Writers revise for meaning and growth as successful writers	WW plan and rehearse a new draft by re-angling and rewriting to convey what the story is really about.		WW zoom in to elaborate on important scenes and zoom out to pull in new scenes from the past and future to help get across what the story is really about.				
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 5	Bend II Session 12	Continue Session 12	Bend III Session 13	Continue Bend III Session 13			

Grade 6 Unit 1 Personal Narrative

WW use the checklist as a valuable tool in making final revisions before their published piece	WW write with a narrative checklist beside them, develop a writing plan and establish at least two revision goals.		WW embark on a second personal narrative drawing on everything they know, using the tools they rehearsed with, coming up with a plan, and keeping an eye on writing goals.				
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 6 WW stretch out the stories	Bend III Session 14 WW slow down	Continue Session 14	Bend III Session 15 WW end their	Continue Session 15			

Grade 6 Unit 1 Personal Narrative

problem, and end the story in an insightful way.	the problem in their writing and build the tension in a slow motion, bit by bit way.		stories by leaving their reader with profound understanding.				
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 7 WW Publish and celebrate	Bend III Session 16 WW read their	Bend III Session 16 WW read their	Type	Type	Bend III Session 17 Publishing Party		

Grade 6 Unit 1 Personal Narrative

<p>as a community of writers.</p>	<p>piece aloud in a way that helps them listen for the rhythm that words and sentences create.</p>	<p>piece aloud in a way that helps them listen for the rhythm that words and sentences create.</p>			<p>and Celebration</p>		
<p>Assessment</p>	<p>Prior to start of Unit, give Pre-Unit Assessment Task</p> <p>Week 1 – Collect and evaluate maps and t-charts of small moments which mattered to students</p> <p>Week 2 –Writer’s Notebook/Conferences</p> <p>Week 3 –Learning Progressions of Leads</p>						

Grade 6 Unit 1 Personal Narrative

Week 4 -

Week 5 – Session 12 – Mid Unit Formative Assessment Task

Week 7 – Revising/Editing Multiple Color Annotating with Codes

Week 8 – Post-Unit Assessment Summative Task

(use TC DVD HW suggestions)

Grade Level: 6	Unit Title: The Literary Essay	Month: January – March
<p>Overview of Unit: Unit 2 will be comprised of three bends. Bend 1 being Writing Strong Literary Essays; Bend 2 Elevating the Complexity of the Essays and the final Bend, Bend 3, Writing Compare and Contrast Essays. In Bend 1, you will begin with a "boot camp" of sorts as it attempts to assess the students on what they know and do not know about writing essays as well introducing the students to some of the basic moves of writing essays that will be developed later on in the bends. In Bend 1, we start by having students develop claims and big ideas about a character. They will need to read a text closely to figure out what motivates that character. What are the details that bring that character to life. In this bend, students will learn how to develop a claim, how to plan for an essay with an outline and how to incorporate and analyze their evidence which supports their claim. This is a critical skill in essay writing. After writing about a character in Bend 1, we move onto Bend 2 where we ask students to repeat this cycle but having their essays consider the theme of the text that they are analyzing and studying. Here they will learn how to craft powerful introductions in order to hook their readers, and end with powerful conclusions as well. They will also learn how to incorporate quotes accurately. Checklists will be provided to students so they can assess themselves as well as samples essays and mentor texts. All tools will be provided to students for successful essay writing. In the final Bend, two texts will be compared looking at a common theme. Students will consider the similarities and differences between the two texts in the way that they deal with an issue or a problem.</p>		
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How can I write literary essays using a variety of essay structures? 2. How can I extend my use of Academic English to express my opinions? 3. How can I think more critically about texts and the world? 	<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Theme • Compare and Contrast • Character • Motivation • Literary Essay • Claim/Thesis • Evidence • Outline 	

Focus Standards					
Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
<p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Key Ideas and Details</p> <p>NISLSA.R1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NISLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p>	<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and</p>	<p>Comprehension and Collaboration</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of</p>	<p>Conventions of Standard English</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

<p>Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R10 . Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R10 By the end</p>	<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>Distribution of Writing</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating</p>	<p>evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated</p>	<p>Conventions of Standard English</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p>
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	<p>of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>		<p>understanding of the subject under investigation. NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>or appropriate.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA L6. 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.</p>
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Grade 6 Unit 2 The Literary Essay

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 1 Writers will develop a clear sense of the structure of an essay.	Bend I Session 1 WW structure an essay with a thesis and reasons based on a fairy tale with their writing partner.	Bend I Session 1 WW structure an essay with a thesis and reasons based on a fairy tale with their writing partner.	Bend I Session 1 WW structure an essay with a thesis and reasons based on a fairy tale with their writing partner	Bend I Session 1 WW structure an essay with a thesis and reasons based on a fairy tale with their writing partner	Bend I Session 1 WW structure an essay with a thesis and reasons based on a fairy tale with their writing partner		<i>Thank You, Ma'am (Langston Hughes)</i> <i>Stray (Cynthia Rylant)</i> <i>Everything Will Be Okay (James Howe)</i> <i>The Gift of the Magi (O' Henry)</i> <i>Your Move (Eve Bunting)</i> <i>Scout's Honor</i> <i>Raymond's Run</i>

Grade 6 Unit 2 The Literary Essay							Teacher Tip	Text Suggestion
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday			
Week 2 Writers will discover and study characters (traits, motivations, relationships, realizations, struggles and changes)	Bend 1 Session 2 WW pay attention to the important details an author has included about a character and will reflect on the author's purpose for including the detail and jot down their thoughts.	Bend 1 Session 2 continued	Bend 1 Session 3 WW look beyond the obvious details to think about what motivates the character and what they really want from other people and from life.	Bend 1 Session 3 continued				Thank You, Ma'am (Langston Hughes) Stray (Cynthia Rylant) Everything Will Be Okay (James Howe) The Gift of the Magi (O' Henry) Your Move (Eve Bunting) Raymond's Run

Grade 6 Unit 2 The Literary Essay

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 3 Writer's learn to construct a thesis statement	Bend 1 Session 4 WW craft a claim or thesis statement big enough to think and write about for a while and can even become the central idea of the entire essay.	Bend 1 Session 4 WW craft a claim or thesis statement big enough to think and write about for a while and can even become the central idea of the entire essay	Bend 1 Session 5 WW re-read the mentor text through the lens of the claim collecting for evidence through story-telling, summarizing and quoting.	Bend 1 Session 5 WW re-read the mentor text through the lens of the claim collecting for evidence through story-telling, summarizing and quoting.			<i>Raymond's Run</i>

Grade 6 Unit 2 The Literary Essay

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 4 Writers will formulate claims that can be proven through text evidence	Bend 1 Session 6 WW annotate a mentor text and discuss how the writer goes from making a claim and collecting evidence to actually constructing an essay.	Bend 1 Session 6 WW annotate a mentor text and discuss how the writer goes from making a claim and collecting evidence to actually constructing an essay. Writing long from their outline/ideas.	Bend 1 Session 7 WW revise their essays to explain why and how the evidence connects with or supports their claim.	Bend 1 Session 7 WW revise their essays to explain why and how the evidence connects with or supports their claim.	End of Essay 1 on Character		<i>Raymond's Run</i> <i>Student Exemplar Essay</i>
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text

Grade 6 Unit 2 The Literary Essay

							Suggestions
Week 5 Writers will apply literary essay writing strategies to analyze theme.	Bend II Session 8 WW evaluate the life lessons the character has learned through their hardships.	Bend II Session 8 WW evaluate the life lessons the character has learned through their hardships.	Bend II Session 9 WW draft quickly, piecing together all the necessary parts their ideas and their ideas into a logical structure.	WW work with writing partner to critique their flash draft by using the argument checklist, establish a plan and developing two revision goals.			<i>Raymond's Run</i> <i>Students Bend I essays</i>
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions

Grade 6 Unit 2 The Literary Essay

Week 6 Writers will create a polished essay worth sharing.	Bend II Session 10 WW design a lead with a universal statement about life and then transition the text based claim by narrowing their focus to the particular story they are writing about.	Bend II Session 10 WW restate the important points and offer a final insight or implication for the reader to consider.	Bend II Session 11 WW carefully select powerful quotes or parts of quotes to support their thinking.	Bend II Session 11 WW carefully select powerful quotes or parts of quotes to support their thinking.	Bend II Session 12 WW identify and use writing conventions in editing inquiry centers. (Spelling Station, Comma Check, Capitalize with Mints, Punctuation Quotes) End of Second Essay – Theme		
	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 7	Bend III Session 13	Bend III Session 14	Bend III Session 14	Bend III Session 15			

Grade 6 Unit 2 The Literary Essay

<p>Writers look at literature side by side and make observations about similarities and differences that matter.</p>	<p>WW compare and contrast two subjects in an organized way.</p>	<p>WW compare what is similar and contrast what is different among themes in texts they have read.</p>	<p>WW compare what is similar and contrast what is different among themes in texts they have read.</p>	<p>WW review their own drafts and all the resources available to them so they can plan meaningful ways to revise their essays.</p>			
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
<p>Week 8</p> <p>Writers will use a variety of</p>	<p>Bend III Session 16</p> <p>WW fine tune</p>	<p>Bend III Session 17</p> <p>WW celebrate</p>	<p>Unit 2 Post Assessment</p>				

Grade 6 Unit 2 The Literary Essay

<p>sentence structure and accurate punctuation.</p>	<p>their writing by making sure their sentences have the right rhythm. WW use punctuation to help fix run on sentences.</p>	<p>and share literary essays.</p> <p>Compare and Contrast Essay</p>					
<p>Assessment</p>	<p>Prior to start of Unit, administer, Pre-Unit Performance Assessment Writing Prompt</p> <p>Week 1 -</p> <p>Week 2-</p> <p>Week 3-</p> <p>Week 4 – Character Essay</p> <p>Week 6 – Collect edit inquiry center drafts for review (mid unit assessment 1)</p>						

Grade 6 Unit 2 The Literary Essay

Week 8 – Compare and Contrast Essay

At the conclusion of Unit, administer, Post-Unit Performance Assessment Writing Prompt

(use TC DVD HW suggestions)

Grade Level: 6	Unit Title: Research-Based Information Writing	Month: March - May
<p>Overview of Unit: This unit, like most, is broken up into three bends. Each bend offers a new perspective of the topic. Bend I is short in this unit and students will learn to write research-based informational essays. Students will focus on the whole-class topic of teen activism. In the first few sessions of Bend I, students will understand that writers read, study and analyze a wide variety of sources in order to become engaged in and get a full understanding of a topic, and to develop key points within a larger topic. This bend comes to a close by students flash-drafting an informational essay, relying on a structure where they can write quick and efficiently. As they write and revise, students will find out what they are still wanting to learn about their topic of teen activism and that will set them up for their next writing project in Bend II. The important work of Bend I is to have the students learn how to get a big picture of a topic, uncover key ideas and draft an essay quickly. In Bend II, students will be writing an informational book. Students will choose a compelling issue to write about such as child labor, pet abandonment, girls rights in education – by following a path of research. In this bend, students will enhance their writing by incorporating evidence, quotes, statistics, facts and details. Key points will be elaborated on. Text features will be added. This bend ends with a book exhibit tour, where students can proudly view each other's books and share constructive criticism and feedback as a writing community. The last bend, Bend III, students will be experts, both on the topic of teen activism and now on a topic of their own choosing. Students will be able to share their knowledge and research on a digital platform. Students will study digital mentor texts and from there decide whether to publish their information in the form of a slideshow or a website presentation. Students will understand which information is important to hone in on and how to visually present in. Students will finally unveil their work, promoting awareness and activism for the topics they have chosen.</p>		
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do readers make meaning of what they read? 2. How does presentation through different media or formats affect the reader's understanding of a topic or an idea? 3. What's my purpose for writing an informational essay or paper? 	<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Activism • Analyze • Digital Format • Evidence • Information • Research • Structure • Text Features 	

Focus Standards

Reading – Literature	Reading – Informational	Reading-Foundational Skills	Writing	Speaking and Listening	Language
Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Text Types and Purposes NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Comprehension and Collaboration NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of	Conventions of Standard English NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<p>Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats,</p>	<p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats,</p>	<p>Production and Distribution of Writing</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on</p>	<p>evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>NJSLSA.SL4. Present Information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and</p>	<p>Vocabulary Acquisition and Use</p> <p>NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA L6. 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.</p>
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<p>including visually and quantitatively, as well as in words. NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts</p>	<p>including visually and quantitatively, as well as in words. NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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	independently and proficiently with scaffolding as needed.				
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Grade 6 Unit 3 Information Writing

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 1 Writers become engaged with a topic.	Bend I Session 1 WW become engaged with a topic by researching and gathering information quickly so they can teach others.	Bend I Session 1	Bend I Session 1	Bend I Session 1	Bend I Session 1		<i>The Teen Guide to Global Action by Barbara Lewis</i> <i>Malala Yousafzai – Malala Speaks Out – YouTube Video</i> <i>Alex Lin – Alex Lin Helps Reduce E-Waste – YouTube Video</i> <i>Tracking Trash by Loree Griffn Burns</i> <i>Animals in the House: A History of Pets and People by Shelia Keenan</i>

Grade 6 Unit 3 Information Writing

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 2 Writers will conduct research for a wide view of the topic.	Bend I Session 2 WW read different kinds of materials from different kinds of sources to explore the topic of teen activism.	Bend I Session 2 WW answer the focus questions of patterns noticed and the important things to say about the overall topic.	Bend I Session 3 WW examine the topic and convey the ideas to prepare to write and informational essay.	Bend I Session 3 Continue with Session 3		Sign out ipads or laptops for student research; print out starter packet text sets for students	

Grade 6 Unit 3 Information Writing

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 3 Writers will pursue a compelling issue and write in a well structured format.	Bend I Session 4 WW settle on a plan for their essays (boxes and bullets) that helps them to write their insight on the overall topic quickly and efficiently.	Bend II Session 5 WW work in groups to narrow their topic of teen activism by seeking answers to their research questions using multiple sources eventually identifying the subtopics related to the topic.	Bend II Session 5			Have students print out articles to bring in to class – easier for them to annotate notes on.	

Grade 6 Unit 3 Information Writing

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 4 Writers construct and organize chapter books with meaningful information	Bend II Session 6 WW draft multiple versions of a table of contents that echo their trail of research in a pursuit of their topic.	Bend II Session 6 WW plan for the structure of their chapter book.	Bend II Session 7 WW construct chapter 1 with solid information including quotes, facts, numbers and anecdotes.	Bend II Session 7 WW revise chapter 1 by combining ideas with transitional phrases and planning for the next chapter.			
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions

Grade 6 Unit 3 Information Writing

Week 5	Bend II Session 8	Bend II Session 8	Bend II Session 8	Bend II Session 8	Bend II Session 8		
Writers will answer research questions and fill in information gaps.	WW selectively read and collect precise bits of information to illustrate their focused topic.	WW selectively read and collect precise bits of information to illustrate their focused topic.	WW selectively read and collect precise bits of information to illustrate their focused topic.	WW have information gathered and begin free-write connecting new ideas and insights to the overall topic.	WW have information gathered and begin free-write connecting new ideas and insights to the overall topic.		
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 6	Bend II Session 9	Bend II Session 9	Bend II Session 10	Bend II Session 10		GUM Lesson on Ways	<i>Cyberbullying –What Schools</i>

Grade 6 Unit 3 Information Writing

Writers will revise to clarify ideas, strengthen organization and deepen analysis.	WW elaborate with details that bring their text to life through the addition of examples, statistics, stories and facts -beyond the broad information.		WW lift the level of their sentence complexity by rewriting patches of their writing to resemble mentor sentences.	WW edit with partner using checklist.		Punctuation Helps Sentences to Be Clear (pg. 93)	<i>Can Do to Stop It by Emily Richmond</i>
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 7 Writers will select text	Bend II Session 11 WW use various text features to	Bend II Session 11 WW share types of text features,	Bend II Session 11 WW discuss	Bend II Session 11 WW draft writing	Bend II Session 11 Text Feature		

Grade 6 Unit 3 Information Writing

features that are appropriate and will strengthen student writing.	enhance and strengthen writing. Study mentor texts and types of text features used.	what they look like and what they do.	with partner text features to implement into their writing and explain logic behind it.	with text features inserted.	Gallery Walk – use “Praises and Pointers” feedback to revise chapters and text features for homework.		
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 8 Writers will write clear introductions	Bend II Session 12 WW craft introductions that frame each chapter and	Bend II Session 12 WW write the next chapter in a ready to go	Bend II Session 13 WW purposefully	Bend II Session 13 WW continue to add quotes to	WW polish their writing to go public.		

Grade 6 Unit 3 Information Writing

and quote purposefully.	implement into already written chapters.	fashion by rehearsing, revising and drafting in their mind and starting the chapter with a well-crafted introduction.	use quotations as they prepare final drafts.	drafts in a meaningful way as they write their final piece.			
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 9 Writers will share knowledge on a digital platform.	Bend II Session 14 WW share their informational books with a book exhibit tour.	Bend III Session 15 WW study digital mentor texts to gain a broad vision of a particular kind of	Bend III Session 15 WW decide on a digital project and complete a	Bend III Session 16 WW revise digital prototypes asking themselves what is the most	Bend III Session 16 WW continue to revise.	Bend III – computer lab will be needed	<i>Free the Children.com for Session 15</i> <i>Example on CD-rom.</i>

Grade 6 Unit 3 Information Writing

		writing and an in-depth look at genre or format.	prototype (pg. 143)	meaningful information for me to keep?			
GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Teacher Tip	Text Suggestions
Week 10 Writers will prepare digital platforms for publication.	Bend III Session 17 WW make design decisions quickly and efficiently for their website or powerpoint presentation.	Bend III Session 17 WW make design decisions quickly and efficiently for their website or powerpoint presentation.	Bend III Session 17 WW make design decisions quickly and efficiently for their website	Bend III Session 18 WW publish, present and reflect on digital presentations.	Post Assessment		

Grade 6 Unit 3 Information Writing

			<p>or powerpoint presentation.</p> <p>WW prepare for digital presentation.</p>				
Assessment	<p>Prior to Unit (Prior to beginning of February), deliver Pre-Assessment Writing Prompt for Information Writing</p> <p>Week 1</p> <p>Week 2</p> <p>Week 3 – Collect entries from Session 4</p> <p>Week 4</p> <p>Week 9 – Informational Books</p> <p>Week 10 – Digital Presentations and Post Assessment</p>						

Grade 6 Unit 3 Information Writing

(use TC DVD HW suggestions)