

**Crawfordsville Community Schools
Course Description**

**Analyzing the Impact of Human Nature and Its Influence Through Various Genres
Grade 6 - High Ability**

MASTER 5/27/2022

NARRATIVE DESCRIPTION

The sixth-grade high-ability student in language arts will examine the theme of human nature and its influence through various genres. Through the analysis of mystery, dystopian, fantasy, historical fiction, and nonfiction writing, students will analyze how their perspectives of human nature can be influenced when considering textual evidence in regards to historical and personal decisions. Students will also read a variety of selected literature and paired texts to compare and contrast cultural customs within a society. Discerning bias and prejudice will also be a process stressed in language arts. Creative, informative, and argumentative writing will be utilized to develop a variety of essays, constructed responses, summaries, speeches, multimedia presentations, research projects/essays, letters, and additional writing/project-based assignments.

Students will read *Murder on the Orient Express* as part of their summer reading assignment assigned in their reading course and also utilized in their language arts course. Students will read *The Last Book in the Universe, And Then There Were None, Peter Pan, Milkweed, and Brown Girl Dreaming* throughout the school year. Students will analyze various literary elements within each piece of writing to discern their impact on the author's central idea and overall theme.

Students will analyze, develop, and implement increasingly complex grammar skills throughout the school year. Grammar instruction will utilize elements of the *Magic Lens* grammar system in order to teach and reinforce a variety of grammar elements.

Differentiated District-Wide Goals

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

Differentiated Learner Objectives

The sixth-grade high-ability student in language arts will analyze and evaluate how human nature is impacted and influenced through the study of a variety of genres. Students will present evidence through various avenues including various types of constructed responses, classroom discussions, and different presentations.

The sixth-grade high-ability student in language arts will recognize, compare and contrast, and evaluate the cultural customs and mores within a society as expressed in literature. Students will participate in group/classroom discussions, peer teaching, and the development of narrative, informative/expository, and argumentative essays.

The sixth-grade high-ability student in language arts will dissect and analyze various pieces and genres of writing while focussing on essential literary elements. Students will also identify and interpret different types of figurative language while determining how they impact the overall writing.

The sixth-grade high-ability student in language arts will continue to learn, develop, and practice different grammatical skills. Students will work towards mastery of the identification and application of various grammar concepts and levels.

Course Concepts

The analysis of human nature through a variety of genres demonstrates its impact through various forms of evidence.

The consideration of evidence and the discernment of bias and prejudice impact one's human nature and one's decision-making.

The use of literature to convey a multitude of themes can influence one's perspective regarding many critical issues in our nation's and world's history and present-day issues.

UNITS

THEMES

LENGTH OF TIME

Analyzing Human Nature	7 weeks
Exploration and Analysis of Nonfiction Through Research	9 weeks
Thrills and Chills Through Adventure and Suspense	4-5 weeks
Speaking Out: Analyzing History, Advocating for What is Right, Teaching Others	9-11 weeks
Racism, Activism, and Civil Rights	3-5 weeks

Evaluation

The teacher will evaluate the student's analysis of human nature and its impact through their presentation of evidence in various forms of writing and/or presentations. The teacher will utilize a pre-determined/developed rubric to assess the students writing based on core writing traits (ideas, organization, word choice, and conventions). The teacher will utilize a pre-determined/developed rubric to assess a student's presentation based on critical elements of public thinking and the development of ideas throughout their presentation.

Class discussions, group discussions, debates, questionnaires, and a variety of constructed responses will allow the teacher to evaluate the student's ability to discern bias and prejudice when researching different concepts. The teacher will utilize a pre-determined/developed rubric

to assess students based on the presentation of their ideas through the variety of ways listed above.

The impact of literature and the influence of its themes on one's perspective will be evaluated through speeches, various written assignments, and different project/presentation-based activities. The teacher will evaluate the student's ability to identify the theme and its impact on one's perspective through pre-determined/developed rubrics and professional judgment.

Selected Resources

Teacher Resources

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Murder on the Orient Express is an engaging young adult mystery novel. It is undoubtedly one of Agatha Christie's greatest mystery novels. Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as "The Last Book in the Universe." *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an "Author's Note 22-23. PSt

The Last Book in the Universe is a young adult dystopia set many years after a worldwide earthquake destroyed civilization. It demonstrates societal changes through time and follows a character through a hero's journey. The novel is in the form of a quest by a young man and an old man in a society controlled by gangs from one area to another under a different gang. Along the way, a child and a genetically enhanced young woman from Eden, a high-tech enclave completely cut off from the surrounding area, joins them.

Christie, Agatha, and Agatha Christie. *And Then There Were None*. Collins, 2020.

Ten people, each with something to hide and something to fear, are invited to an isolated mansion on Indian Island by a host who, surprisingly, fails to appear. On the island, they are cut off from everything but each other and the inescapable shadows of their own past lives. One by one, the guests share the darkest secrets of their wicked pasts. And one by one, they die... Which among them is the killer and will any of them survive?

Barrie, J. M., et al. *Peter Pan*. Barnes and Noble, 2005.

Peter Pan first flew across a London stage in 1904, overwhelming audiences with its tale of a magical boy who never grows up, who lures young Wendy and her brothers to Neverland where they meet pirates, Indians, fairies, and the Lost Boys. Following the play's astonishing success, J. M. Barrie revised and expanded the story and published it as this novel, originally titled Peter and Wendy when it appeared in 1911. For children, it

remains a marvelous mix of fantasy and adventure, featuring unique, imaginative characters, who frisk and frolic in an enchanting land.

For adults, the story of Peter and the Lost Boys works on a much deeper level, speaking to them about the inevitable loss of childhood and the ability “to fly.” The climactic duel between the “proud and insolent youth” (Peter Pan) and the “dark and sinister man” (Captain Hook) is both a swashbuckling romp and a moving metaphor for the complex, poignant struggle between innocent but irresponsible youth and tainted but dependable maturity. Neither side wins, for the one inevitably becomes the other. Of course, the ageless Peter Pan is the happy exception.

Spinelli, Jerry. *Milkweed: A Novel*. Alfred A. Knopf, 2011.

He's a boy called Jew. Gypsy. Stopthief. Filthy son of Abraham. He's a boy who lives in the streets of Warsaw. He's a boy who steals food for himself, and the other orphans. He's a boy who believes in bread, and mothers, and angels. He's a boy who wants to be a Nazi, with tall, shiny jackboots of his own-until the day that suddenly makes him change his mind. And when the trains come to empty the Jews from the ghetto of the damned, he's a boy who realizes it's safest of all to be nobody. Newbery Medalist Jerry Spinelli takes us to one of the most devastating settings imaginable-Nazi-occupied Warsaw during World War II-and tells a tale of heartbreak, hope, and survival through the bright eyes of a young Holocaust orphan.

Woodson, Jacqueline. *Brown Girl Dreaming*. Puffin Books, 2016.

Raised in South Carolina and New York, Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement. Touching and powerful, each poem is both accessible and emotionally charged, each line a glimpse into a child's soul as she searches for her place in the world. Woodson's eloquent poetry also reflects the joy of finding her voice through writing stories, despite the fact that she struggled with reading as a child. Her love of stories inspired her and stayed with her, creating the first sparks of the gifted writer she was to become. Includes 7 additional poems, including "Brown Girl Dreaming."

Praise for Jacqueline Woodson: "Ms. Woodson writes with a sure understanding of the thoughts of young people, offering a poetic, eloquent narrative that is not simply a story . . . but a mature exploration of grown-up issues and self-discovery."—The New York Times Book Review

Culham, Ruth. *Traits of Writing: The Complete Guide for Middle School*. Scholastic, 2010.

The Traits of Writing: The Complete Guide for Middle School contains classroom-tested materials developed just for teachers of grades 6-8. Brand-new scoring guides, scored sample papers, Think Abouts, warm-up exercises, focus lessons, and activities for each trait, organized by that trait's key qualities, make it easy to assess writing and deliver targeted instruction. Includes printable reproducible forms!

Culham, Ruth. *Reproducible Forms for the Writing Traits Classroom: Middle School*. Scholastic Teaching Resources, 2010.

Compiled by the expert in trait-based teaching, it contains over 50 reproducible forms for assessing writing, planning instruction, keeping records, communicating with parents, and—most important—helping students in grades 6 to 8 write with conviction and confidence. With a CD of all reproducible forms from the book. For use with Grades 6–8.

Gould, Judith S., et al. *Four Square (4 Square) Writing Method: For Grades 4-6*. Teaching & Learning Co., 2010.

The Four Square method can be used with all forms of writing and will fit any reading or language arts program. This step-by-step approach is built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose. Open-ended reproducibles make the technique accessible to writers of all ability ranges. Also great for content area writing.

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non-fiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer's voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children's fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state's scoring system using either holistic or domain scoring (explanations provided with the student samples).

Janeczko, Paul B. *Teaching Literary Elements Using Poetry: Engaging Poems Paired with Close-Reading Lessons That Teach Key Literary Elements--and Help Students Meet Higher Standards*. Scholastic Teaching Resources, 2014.

Boost students' reading skills through poetry-based lessons and engaging activities presented by poet and teacher Paul Janeczko. Students will gain a solid understanding of key literary elements, including character, setting, theme, plot, metaphor, simile, and more! This knowledge will help students readily identify these elements not only in poetry but in all types of literature, allowing them to have a deeper comprehension of what they read. Each lesson includes background information, tips for reading the poem aloud, an opportunity for writing, reproducible activity sheets, and more. By completing the lessons in this book, students will also meet the Common Core State Standards that address literary elements and the genre of poetry. For use with Grades 4-8.

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original

and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” Listenwise, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events. - Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

CommonLit, <https://www.commonlit.org/en>.

CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.

Student Resources

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as “The Last Book in the Universe.” *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an “Author’s Note 22-23. PSt

Christie, Agatha, and Agatha Christie. *And Then There Were None*. Collins, 2020.

Barrie, J. M., et al. *Peter Pan*. Barnes and Noble, 2005.

Spinelli, Jerry. *Milkweed: A Novel*. Alfred A. Knopf, 2011.

Woodson, Jacqueline. *Brown Girl Dreaming*. Puffin Books, 2016.

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

CommonLit, <https://www.commonlit.org/en>.

STATE STANDARDS ELA 6

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- **6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- **6.RL.2.1:** *Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.*
- **6.RL.2.2:** *Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.*
- **6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RL.2.4:** Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- **6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- **6.RL.3.2:** *Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.*

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.
- **6.RL.4.2: *Compare and contrast works of literature 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.***

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- **6.RN.2.1: *Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.***
- **6.RN.2.2: *Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.***
- **6.RN.2.3: *Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).***

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective

- 6.RN.3.1: Students are expected to continue building upon and applying concepts learned previously.
 - Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- 6.RN.3.2: 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.
- 6.RN.3.3: Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- **6.RN.4.1: *Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.***
- 6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
- 6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 6.RV.1: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- **6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.**
- 6.RV.2.2: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 6.RV.2.3: Distinguish among the connotations of words with similar denotations.
- 6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- 6.RV.3.3: Interpret figures of speech (e.g., personification) in context.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 6.W.2.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **6.W.3.1: Write arguments in a variety of forms that –**
 - *Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect.*
 - *Use an organizational structure to group related ideas that support the argument.*
 - *Support claim(s) with clear and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.*
 - *Establish and maintain a consistent style and tone appropriate to purpose and audience.*
 - *Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.*
 - *Provide a concluding statement or section that follows from the argument presented.*
- **6.W.3.2: Write informative compositions in a variety of forms that –**
 - *Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.*
 - *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.*
 - *Use appropriate transitions to clarify the relationships among ideas and concepts.*
 - *Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
 - *Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
 - *Establish and maintain a style appropriate to purpose and audience.*
 - *Provide a concluding statement or section that follows from the information or explanation presented.*
- **6.W.3.3 Write narrative compositions in a variety of forms that –**
 - *Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).*
 - *Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.*
 - *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
 - *Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.*
 - *Provide an ending that follows from the narrated experiences or events.*

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –
 - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate produce, and publish writing.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).
 - Gather relevant information from multiple sources, and annotate sources.
 - Assess the credibility of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and provide basic bibliographic information for sources.
 - Present information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- 6.W.6.1: Demonstrate command of English grammar and usage, focusing on:
 - 6.W.6.1A: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - 6.W.6.1B: Verbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5
 - Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses
 - Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
 - 6.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4
 - Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.
 - 6.W.6.1D: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Writing sentences that include prepositional phrases and explaining their functions in the sentence.
 - ***6.W.6.1E: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.***

- 6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on
 - 6.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
 - 6.W.6.2B: Punctuation –
 - Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Using semicolons to connect main clauses and colons to introduce a list or quotation.
 - 6.W.6.2C: Spelling – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 6.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 6.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 6.SL.3.1: 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.
- 6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.
- 6.SL.4.2: Create engaging presentations that include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.
- 6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.).

Crawfordsville Community Schools
Skeletal Unit Plan
5/27/2022
6 HA ELA
Unit #1 - Estimated Length: Approximately 7 Weeks

Analyzing Human Nature
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in language arts will discuss, respond, write, and develop individual and unique responses to various forms of reading including summer reading novels, classroom novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The sixth-grade high-ability student in language arts will demonstrate understanding and move towards mastery of various literary elements as they continue to be exposed to a variety of pieces of writing. They will show their growth and development in a variety of ways including literary analysis, discussions, and different classroom response systems.

The sixth-grade high-ability student in language arts will complete different types of writing throughout the year. Each writing will show the student's unique perspective, interpretation of, and/or understanding of the different concepts they are challenged with. These writings will demonstrate their ability to compare and analyze different characters and character development in a novel, determine and analyze themes, identify the central ideas within nonfiction writing, summarize nonfiction text, utilize text evidence to support their response to an answer, create narrative writing pieces that demonstrate their grasp of vital literary elements, and informative writing in a clear and concise manner.

The sixth-grade high-ability student in language arts will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot,

setting, author's style, and theme development in stories such as *Murder on the Orient Express* and other teacher selected titles.

MAJOR CONCEPTS

Appreciation of literature reflects one's personal values and can be qualified through writing and analysis.

Authors express themselves in a variety of styles, genres, and forms that can be analyzed structurally and emotionally.

Problem-solving is a key element in the development of a story and its characters. Conflicts are resolved by the end of a story's plot.

CONTENT OUTLINE

- I. Authors develop characters in a story to illustrate personality types, to relate to the emotions of the reader, and to develop the plot.
 - A. The author develops each character from his/her personal perspective.
 - B. The reader views each character through his/her own knowledge and values.
 - C. Relationships and conflicts occur between characters in a book because of their values.
 - D. Each character in a book judges himself/herself.
 - E. Character values can demonstrate themes of work.
- II. Stories consist of a variety of core elements.
 - A. The plot of a story consists of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
 - B. Characters and their respective traits
 - C. Conflicts of various types
 - D. Themes that illustrate the author's goals with the story
 - E. Structure and genre
- III. A character analysis includes physical appearance, personality traits, personality flaws, economic status, and problem-solving skills.
 - A. Character traits can be internal or external
 - B. Character traits can change over the course of a novel or remain the same.
 - C. Character traits inform their choices and values
 - D. Character traits may assist in demonstrating the themes of a novel.
- IV. Writing in a variety of forms:
 - A. The writer develops the plot of their story or changes the plot of an original story to make a creative piece of narrative writing.
 - B. The writer utilizes evidence presented in various texts to support their analysis of a text.
 - C. The writer can analyze a piece of writing, develop central ideas, and create a clear and concise objective summary.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will analyze *Murder on the Orient Express* from the summer reading list and participate in a Socratic discussion of the elements of the story. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1)

Students will view and analyze various examples of informative/expository, narrative, and argumentative writing. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.4.1**, **6.RV.3.1**, **6.W.3.1**, **6.W.3.2**, **6.W.3.3**)

Students will develop journal entries from various characters' perspectives to demonstrate understanding of the voice and character development throughout a piece of writing. (6.RL.3.1, **6.RL.3.2**, 6.W.1, **6.W.3.3**, 6.W.6.2)

Students will begin analysis of dystopian fiction writing through the reading and discussion of the class novel, *Last Book in the Universe*. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, **6.RL.4.1**, 6.RV.1, **6.RV.2.1**)

DEVELOPMENTAL ACTIVITIES

Students will chart major characters throughout a story that you read and interpret how they relate to the plot of the story, and how their character changes throughout the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will identify and analyze elements of the plot throughout a story. Students will also participate in discussions to analyze the elements of the plot and how they impact different aspects of the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will write a character analysis of at least one character in the class novel, *Last Book in the Universe*, utilizing the RACE writing format and incorporating specific evidence from the text. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the RACE writing method when identifying text evidence to support analysis. (6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will view and study friendly and business letters, their format, and their function. (6.W.1, **6.W.3.3**, **6.W.4**, 6.W.6.2)

Students will study various parts of speech (nouns, verbs, adjectives) and be able to identify and utilize them appropriately in everyday writing. (**6.W.6.1**)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will review different types of strategies to utilize when developing formal writing including RAFTS and Graphic Organizers. (6.W.1, **6.W.4**)

Students will study different elements of writing introductions including Hooks/Leads and Thesis statements. (6.W.1, **6.W.3.3**, **6.W.4**)

Students will compare and contrast different forms and types of literature throughout the quarter. Students will draw on personal life experiences to also compare those works of literature to their own lives. Students will utilize class discussions and different forms of writing to demonstrate their understanding of this concept. (**6.RL.4.2**, 6.W.1, 6.W.6.2)

CULMINATING ACTIVITIES

Students will develop a narrative essay in conjunction with the novel ***Murder on the Orient Express***. This essay will reflect their creativity within narrative writing, character development, plot, and understanding of the main concepts of the novel. (6.RL.1, 6.W.1, **6.W.3.3**, **6.W.4**, 6.W.6.2)

Students will create a friendly or business letter to demonstrate their knowledge and understanding of the components of a letter. (6.W.1, **6.W.3.3**, **6.W.4**, 6.W.6.2)

Students will write an objective summary of a nonfiction article relating to dystopian literature and/or a science concept related to ***Last Book in the Universe***. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will participate in weekly listening comprehension activities and show their growth and mastery through multiple choice and constructed response assessments. These activities will be strictly listening. The students will not have any visual cues or text to follow along with as they listen to a variety of interviews or informative sessions on a multitude of science and social studies topics. (6.SL.1, 6.SL.3.1, 6.SL.3.2)

EVALUATION

The sixth-grade high-ability student in language arts will utilize writing strategies and literary elements to effectively develop narrative writing, in various forms, in response to summer reading and classroom novels. These pieces of writing will be engaging pieces of writing that demonstrate to the reader the comprehension of the text, the writer's creativity, and the writer's

ability to incorporate essential literary elements into their writing. The teacher will evaluate narrative writing pieces using a pre-determined/developed rubric. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions) within the piece of writing.

The sixth-grade high-ability student in language arts will accurately respond to constructed response questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a pre-determined/developed rubric focusing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

The sixth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The sixth-grade high-ability student in language arts will participate in class discussions and debates when evaluating different concepts in class novels. Students will analyze character development, perspective, and theme when discussing forms of leadership that are presented in the dystopian fiction novel and compare them to our society. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment.

The sixth-grade high-ability student in language arts will demonstrate growth and development while trying to reach mastery when working with various grammar concepts throughout the year. The student will show their understanding and growth through various forms of assessment and activities as the year progresses. The teacher will evaluate grammar usage and application by utilizing product analysis and pre-determined evaluation rubrics within the writing.

SELECTED RESOURCES

TEACHER RESOURCES

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Murder on the Orient Express is an engaging young adult mystery novel. It is undoubtedly one of Agatha Christie's greatest mystery novels. Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as “The Last Book in the Universe.” *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an “Author’s Note 22-23. PSt

The Last Book in the Universe is a young adult dystopia set many years after a worldwide earthquake destroyed civilization. It demonstrates societal changes through time and follows a character through a hero’s journey. The novel is in the form of a quest by a young man and an old man in a society controlled by gangs from one area to another under a different gang. Along the way, a child and a genetically enhanced young woman from Eden, a high-tech enclave completely cut off from the surrounding area, joins them.

Culham, Ruth. *Traits of Writing: The Complete Guide for Middle School*. Scholastic, 2010.

The Traits of Writing: The Complete Guide for Middle School contains classroom-tested materials developed just for teachers of grades 6-8. Brand-new scoring guides, scored sample papers, Think Aouts, warm-up exercises, focus lessons, and activities for each trait, organized by that trait’s key qualities, make it easy to assess writing and deliver targeted instruction. Includes printable reproducible forms!

Culham, Ruth. *Reproducible Forms for the Writing Traits Classroom: Middle School*. Scholastic Teaching Resources, 2010.

Compiled by the expert in trait-based teaching, it contains over 50 reproducible forms for assessing writing, planning instruction, keeping records, communicating with parents, and—most important—helping students in grades 6 to 8 write with conviction and confidence. With a CD of all reproducible forms from the book. For use with Grades 6–8.

Gould, Judith S., et al. *Four Square (4 Square) Writing Method: For Grades 4-6*. Teaching & Learning Co., 2010.

The Four Square method can be used with all forms of writing and will fit any reading or language arts program. This step-by-step approach is built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose. Open-ended reproducibles make the technique accessible to writers of all ability ranges. Also great for content area writing.

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they

have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events. - Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

STUDENT RESOURCES

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as “The Last Book in the Universe.” *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an “Author’s Note 22-23. PSt

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Crawfordsville Community Schools

Skeletal Unit Plan

5/27/2022

6 HA ELA

Unit #2 - Estimated Length: Approximately 9 Weeks

Exploration and Analysis of Nonfiction Through Research

High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in language arts will discuss, respond, write, and develop individual and unique responses to various forms of reading including classroom novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The sixth-grade high-ability student in language arts will demonstrate understanding and move towards mastery of various literary elements as they continue to be exposed to a variety of pieces of writing. They will show their growth and development in a variety of ways including literary analysis, discussions, and different classroom response systems.

The sixth-grade high-ability student in language arts will complete different types of writing throughout the year. Each writing will show the student's unique perspective, interpretation of, and/or understanding of the different concepts they are challenged with. These writings will demonstrate their ability to compare and analyze different characters and character development in a novel, determine and analyze themes, identify the central ideas within nonfiction writing, summarize nonfiction text, utilize text evidence to support their response to an answer, create narrative writing pieces that demonstrate their grasp of vital literary elements, and develop informative and argumentative writing in a clear and concise manner that demonstrates their understanding of research and various nonfiction pieces.

The sixth-grade high-ability student in language arts will analyze a variety of nonfiction sources through classroom materials provided by the teacher and student-led research opportunities. The student will utilize this information to develop a variety of different writing assignments

throughout the unit. These writing assignments will clearly and concisely deliver pertinent information in an objective and engaging manner.

The sixth-grade high-ability student in language arts will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot, setting, author's style, and theme development in stories such as *Last Book in the Universe* and other teacher selected titles.

MAJOR CONCEPTS

A variety of nonfiction texts can be analyzed and objectively summarized without personal bias or input.

Nonfiction pieces can be actively explored through various forms of research while providing an opportunity for learners to grow and develop further understanding of different concepts through continued reading and analysis.

Nonfiction analysis provides an opportunity for students to develop a deeper understanding of new topics and allows them to demonstrate their gained knowledge through a variety of responses like writing and presentations.

Authors demonstrate a deep understanding and connection with a topic while presenting factual information and avoiding personal bias.

CONTENT OUTLINE

- I. Nonfiction/informational text and multimedia can be analyzed and utilized to develop a multitude of different activities that focus on informing or persuading the reader.
 - A. The reader will analyze and determine the central idea and supporting main ideas within a piece of nonfiction/informational text or multimedia.
 - B. The reader will utilize a variety of reading strategies to dissect the information within each piece of nonfiction/informational text or multimedia.
- II. Research can be conducted through the exploration of a variety of nonfiction pieces. That information can be utilized to form objective and engaging pieces of writing or other types of presentations.
 - A. The researcher will be able to differentiate between credible/reliable sources and sources that are not credible/reliable.
 - B. The researcher will be able to access and analyze various sources from print text to electronic text and media.
 - C. The researcher will be able to analyze and determine the central ideas of the source they are viewing and its relevance to the task they are completing.
 - D. The researcher will utilize credible information, without bias, to support various types of writing or responses.
- III. Writers utilize a variety of forms to persuade, inform, and entertain their readers.

- A. The writer analyzes nonfiction text through research regarding specific concepts/topics. The writer uses evidence presented in the research to develop clear and concise informative/expository writing.
 - B. The writer analyzes nonfiction text through research regarding specific concepts/topics. The writer uses evidence found in the research to develop clear and concise argumentative writing that includes a well-developed counter-argument and rebuttal.
 - C. The writer utilizes evidence presented in various texts to support their analysis of a text.
 - D. The writer can analyze a piece of writing, develop central ideas, and create a clear and concise objective summary.
- IV. Stories are developed utilizing a variety of core literary elements to engage and entertain their readers.
- A. The reader will analyze the plot elements of a story. Those elements consist of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
 - B. The reader will read about a variety of characters and their respective traits as they analyze different characters throughout each story.
 - C. The reader will identify different types of conflict as they read a multitude of stories. There are many different types of conflict that lead to entertaining and interesting stories.
 - D. The reader will read, analyze, and determine many different themes throughout the stories that have been presented to them. These themes will represent the moral of the story that the author wanted the reader to see and understand.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will view and analyze various examples of informative/expository, narrative, and argumentative writing. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.4.1**, **6.RV.3.1**, **6.W.3.1**, **6.W.3.2**, **6.W.3.3**)

Students will view, analyze, annotate, and differentiate between various examples of persuasive and argumentative writing. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.4.1**, **6.W.3.1**)

Students will read, annotate, and analyze nonfiction articles focusing on identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will continue the analysis of dystopian fiction writing through the reading and discussion of the class novel, ***Last Book in the Universe***. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, **6.RL.4.1**, 6.RV.1, **6.RV.2.1**)

DEVELOPMENTAL ACTIVITIES

Students will chart major characters throughout a story that you read and interpret how they relate to the plot of the story, and how their character changes throughout the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will identify and analyze elements of the plot throughout a story. Students will also participate in discussions to analyze the elements of the plot and how they impact different aspects of the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will review and analyze pieces of narrative, informative/expository, and argumentative writing while focussing on core elements within each piece (narrative = plot elements; informative/expository = central/main idea, objective analysis/presentation; argumentative = claim, counterclaim, rebuttal, evidence). (**6.W.3.1, 6.W.3.2, 6.W.3.3**)

Students will respond to various Constructed Response Questions regarding the class novel, ***Last Book in the Universe***, utilizing the RACE writing format and incorporating specific evidence from the text. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for Constructed Response Questions. Students will utilize the RACE writing method when identifying text evidence to support analysis. (6.RN.1, **6.RN.2.1**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, 6.W.1, 6.W.6.2)

Students will study various parts of speech (nouns, verbs, adjectives, pronouns, conjunctions, interjections, adverbs, prepositions) and be able to identify and utilize them appropriately in everyday writing. (**6.W.6.1**)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, **6.RV.3.2**, 6.RV.3.3)

Students will review different types of strategies to utilize when developing formal writing including RAFTS, 4-Square, OREO, and other graphic organizers. (6.W.1, **6.W.4**)

Students will study different elements of academic writing including hooks/leads, thesis statements, claims, counter-claims, rebuttals/refutations, conclusions, etc . (6.W.1, **6.W.3.1**, **6.W.3.2**, **6.W.3.3**, **6.W.4**)

Students will compare and contrast different pieces of writing over similar topics throughout the quarter. Students will utilize the information from various sources to develop strong informative and argumentative writing elements. (6.W.1, **6.W.3.1**, **6.W.3.2**)

CULMINATING ACTIVITIES

Students will develop an informative essay in conjunction with the NEWSOLA articles on different aspects of North America. This essay will reflect their research analysis and creativity

within informative/expository writing. This essay will also reflect a cross-curricular connection with grade-level social studies classes. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, 6.RN.3.3, 6.W.1, **6.W.3.2**, **6.W.4**, 6.W.5, **6.W.6.1e**, 6.W.6.2)

Students will research and analyze information, from various NEWSELA sources over different planets and moons in our solar system, to develop a well-thought-out argumentative essay that utilizes evidence objectively to support their claim. Students will also develop a counter-argument and rebuttal/refutation within their argumentative essay. This essay will also reflect a cross-curricular connection with grade-level science courses. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**, 6.W.1, **6.W.3.2**, **6.W.4**, 6.W.5, **6.W.6.1e**, 6.W.6.2)

Students will write a variety of objective summaries over nonfiction articles related to cross-curricular grade-level science and social studies concepts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, **6.W.6.2**)

Students will respond to various Constructed Response Questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will participate in weekly listening comprehension activities and show their growth and mastery through multiple choice and constructed response assessments. These activities will be strictly listening. The students will not have any visual cues or text to follow along with as they listen to a variety of interviews or informative sessions on a multitude of science and social studies topics. (6.SL.1, 6.SL.3.1, 6.SL.3.2)

EVALUATION

The sixth-grade high-ability student in language arts will utilize writing strategies and graphic organizers to effectively and meaningfully develop informative/expository writing, in a variety of forms, in response to research and nonfiction classroom articles. These pieces of writing will be objective and engaging to the reader while demonstrating the author's comprehension and analysis of various sources regarding that topic. The teacher will evaluate the informative/expository writing pieces using a predetermined/developed rubric. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions) within the piece of writing.

The sixth-grade high-ability student in language arts will utilize writing strategies, graphic organizers, and elements of argumentative writing to effectively and passionately develop argumentative writing, in response to research and nonfiction classroom articles. These pieces of argumentative writing will include the student's claim and be supported with factual evidence. These pieces of writing will also include other crucial elements of argumentative writing, including claim, counterclaim, and a rebuttal/refutation. The student will argue their stance and support it with textual evidence from their research along with acknowledging another side of the

argument. The teacher will evaluate argumentative writing pieces using a predetermined/developed rubric. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions) along with critical argumentative elements within the piece of writing.

The sixth-grade high-ability student in language arts will accurately respond to Constructed Response Questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focusing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

The sixth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The sixth-grade high-ability student in language arts will demonstrate growth and development while trying to reach mastery when working with various grammar concepts throughout the year. The student will show their understanding and growth through various forms of assessment and activities as the year progresses. The teacher will evaluate grammar usage and application by utilizing product analysis and predetermined evaluation rubrics within the writing.

SELECTED RESOURCES

TEACHER RESOURCES

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as “The Last Book in the Universe.” *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an “Author’s Note 22-23. PSt

The Last Book in the Universe is a young adult dystopia set many years after a worldwide earthquake destroyed civilization. It demonstrates societal changes through time and follows a character through a hero’s journey. The novel is in the form of a quest by a young man and an old man in a society controlled by gangs from one area to another under a different gang. Along the way, a child and a genetically enhanced young woman from Eden, a high-tech enclave completely cut off from the surrounding area, joins them.

Culham, Ruth. *Traits of Writing: The Complete Guide for Middle School*. Scholastic, 2010.

The Traits of Writing: The Complete Guide for Middle School contains classroom-tested materials developed just for teachers of grades 6-8. Brand-new scoring guides, scored sample papers, Think Aouts, warm-up exercises, focus lessons, and activities for each

trait, organized by that trait's key qualities, make it easy to assess writing and deliver targeted instruction. Includes printable reproducible forms!

Culham, Ruth. *Reproducible Forms for the Writing Traits Classroom: Middle School*. Scholastic Teaching Resources, 2010.

Compiled by the expert in trait-based teaching, it contains over 50 reproducible forms for assessing writing, planning instruction, keeping records, communicating with parents, and—most important—helping students in grades 6 to 8 write with conviction and confidence. With a CD of all reproducible forms from the book. For use with Grades 6–8.

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non-fiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer's voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children's fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state's scoring system using either holistic or domain scoring (explanations provided with the student samples).

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” Listenwise, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events.- Utilized in conjunction with various

assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

STUDENT RESOURCES

2000 Philbrick, Rodman (b. 1951). *The Last Book in the Universe*. New York: The Blue Sky Press/Scholastic. Part originally published as “The Last Book in the Universe.” *Tomorrowland: 10 Stories About the Future*. Comp. Michael Cart (New York: Scholastic Press, 1999), 9-23 with an “Author’s Note 22-23. PSt

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Crawfordsville Community Schools

Skeletal Unit Plan

5/27/2022

6 HA ELA

Unit #3 - Estimated Length: Approximately 4-5 Weeks

Thrills and Chills Through Adventure and Suspense

High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in language arts will discuss, respond, write, and develop individual and unique responses to various forms of reading including classroom novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The sixth-grade high-ability student in language arts will demonstrate understanding and move towards mastery of various literary elements as they continue to be exposed to a variety of pieces of writing. They will show their growth and development in a variety of ways including literary analysis, discussions, and different classroom response systems.

The sixth-grade high-ability student in language arts will read and analyze a multitude of different pieces of literature and types of writing. Through exploration and analysis, students will analyze character development, plot, central idea, text evidence, figurative language, and a variety of other literary elements crucial to well-developed pieces of writing.

The sixth-grade high-ability student in language arts will complete different types of writing throughout the year. Each writing will show the student's unique perspective, interpretation of, and/or understanding of the different concepts they are challenged with. These writings will demonstrate their ability to compare and analyze different characters and character development in a novel, determine and analyze themes, identify the central ideas within nonfiction writing, summarize nonfiction text, utilize text evidence to support their response to an answer, create narrative writing pieces that demonstrate their grasp of vital literary elements, and develop and

analyze informative and argumentative writing in a clear and concise manner that demonstrates their understanding of research and various nonfiction pieces.

The sixth-grade high-ability student in language arts will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot, setting, author's style, and theme development in stories such as *Peter Pan*, *And Then There Were None*, and other teacher-selected titles.

MAJOR CONCEPTS

Literature is written in a variety of ways to entertain readers and allow them to explore a multitude of genres through literary analysis.

Analysis of different fiction genres provides students with an opportunity to explore and develop a deeper understanding of a work of literature. This allows students to demonstrate their comprehension and skills utilized to connect multiple elements of a novel together through writing and other presentation avenues.

Writing is a powerful form of self-expression. Mastery of the medium requires experimenting with a variety of styles and formats to find one's unique voice.

Figurative language, compelling plots, and deep characterization empower writers to imbue greater meaning into their works. The author's choices can be analyzed objectively and developing writers can learn to employ the same techniques in their own writing.

CONTENT OUTLINE

- I. Genres of literature utilize the author's purpose and a variety of writing elements and styles to create engaging, suspenseful, and/or entertaining pieces of fiction for the readers.
 - A. Clues, evidence, and red herrings are commonly utilized in mystery books that require readers to analyze various elements to solve the problem that has been presented.
 - B. The concept of morality is often employed throughout pieces of literature that focus on solving a mystery or crime of some sort as well as those that connect to our daily lives through realistic storylines which are developed with real-world issues in mind.
 - C. Plot, inference, theme, and character development are driving forces throughout any strong piece of literature.
- II. Pieces of Classic Literature contain a multitude of elements that can directly influence culture and personal connection.
 - A. Different genres of classic literature influence culture and personal connection with different elements of various works.
 - B. These works have been essential pieces of literature that are continually read and analyzed by many generations. This leads to continuing impact for current and future generations of readers in regards to culture and personal connections.

- C. Comparing and contrasting modern pieces of literature with classic pieces of literature only further continues to develop cultural and personal connections for the readers.
 - D. Classic literature has been adapted in a variety of ways over the years to meet the needs of various learners, generations, and continue to be engaging for their audiences.
- III. Writers utilize a variety of forms to persuade, inform, and entertain their readers.
- A. The writer develops the plot of their story or changes the plot of an original story to make a creative piece of narrative writing.
 - B. The writer analyzes nonfiction text through research regarding specific concepts/topics. The writer uses evidence presented in the research to develop clear and concise informative/expository writing.
 - C. The writer analyzes nonfiction text through research regarding specific concepts/topics. The writer uses evidence found in the research to develop clear and concise argumentative writing that includes a well-developed counter-argument and rebuttal.
 - D. The writer utilizes evidence presented in various texts to support their analysis of a text.
 - E. The writer can analyze a piece of writing, develop central ideas, and create a clear and concise objective summary.
- IV. Stories are developed utilizing a variety of core literary elements to engage and entertain their readers.
- A. The reader will analyze the plot elements of a story. Those elements consist of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
 - B. The reader will read about a variety of characters and their respective traits as they analyze different characters throughout each story.
 - C. The reader will identify different types of conflict as they read a multitude of stories. There are many different types of conflict that lead to entertaining and interesting stories.
 - D. The reader will read, analyze, and determine many different themes throughout the stories that have been presented to them. These themes will represent the moral of the story that the author wanted the reader to see and understand.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will view and analyze various examples of informative/expository, narrative, and argumentative writing. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.4.1**, **6.RV.3.1**, **6.W.3.1**, **6.W.3.2**, **6.W.3.3**)

Students will read, annotate, and analyze nonfiction articles focusing on identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will analyze fantasy writing through the reading and discussion of the class novel, *Peter Pan*. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1, **6.RL.4.2**, 6.RV.1, **6.RV.2.1**, 6.RV.3.1)

DEVELOPMENTAL ACTIVITIES

Students will chart major characters throughout a story that you read and interpret how they relate to the plot of the story, and how their character changes throughout the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will identify and analyze elements of the plot throughout a story. Students will also participate in discussions to analyze the elements of the plot and how they impact different aspects of the story. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will review and analyze pieces of narrative, informative/expository, and argumentative writing while focussing on core elements within each piece (narrative = plot elements; informative/expository = central/main idea, objective analysis/presentation; argumentative = claim, counterclaim, rebuttal, evidence). (**6.W.3.1**, **6.W.3.2**, **6.W.3.3**)

Students will respond to various Constructed Response Questions regarding the class novel, *Peter Pan*, utilizing the RACE writing format and incorporating specific evidence from the text. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for Constructed Response Questions. Students will utilize the RACE writing method when identifying text evidence to support analysis. (6.RN.1, **6.RN.2.1**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, 6.W.1, 6.W.6.2)

Students will study various parts of grammar (phrases, clauses, and sentence structure) and be able to identify and utilize them appropriately in everyday writing. (**6.W.6.1**)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

CULMINATING ACTIVITIES

Students will respond to a writing prompt of their choice (narrative, argumentative, or informative) in response to the completion of their reading class novel, *And Then There Were None*. This essay will reflect the elements they have learned from developing each type of writing previously in the year. Each student's writing will include the specific elements required for either a narrative, informative or argumentative essay. This essay will also reflect a cross-curricular connection with their grade-level reading class. (6.RL.1, **6.RL.2.1**, 6.RL.2.3,

6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, 6.RN.3.3, **6.RN.4.1**, 6.W.1, **6.W.3.1**, **6.W.3.2**, **6.W.3.3**, **6.W.4**, **6.W.6.1e**, 6.W.6.2)

Students will develop a personal narrative in response to the completion of the classroom novel, *Peter Pan*. This essay will focus on the student's response to a prompt that asks them if they would choose to remain a child for the rest of their life or pick the route to grow into an adult. This essay will clearly state their choice and be supported with various personal reasons for that decision. (6.W.1, **6.W.3.3**, **6.W.4**, **6.W.6.1e**, 6.W.6.2)

Students will write a variety of summaries and objective summaries over reading selections and cross-curricular grade-level science and social studies articles. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, **6.W.6.2**)

Students will respond to various Constructed Response Questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will develop a variety of poetry in multiple different forms. Students will develop free verse poetry and more structured poetry to showcase their creativity. Students will include different aspects of figurative language within some pieces of poetry. (6.RV.3.1, **6.W.3.3**)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will participate in weekly listening comprehension activities and show their growth and mastery through multiple choice and constructed response assessments. These activities will be strictly listening. The students will not have any visual cues or text to follow along with as they listen to a variety of interviews or informative sessions on a multitude of science and social studies topics. (6.SL.1, 6.SL.3.1, 6.SL.3.2)

EVALUATION

The sixth-grade high-ability student in language arts will utilize a variety of writing strategies and graphic organizers to meaningfully and effectively develop narrative, informative/expository, and/or argumentative writing pieces in a variety of forms. These pieces of writing will be objective, engaging, creative, and exciting to the reader while demonstrating the writer's comprehension and analysis of a variety of forms of writing. The teacher will evaluate the informative/expository writing pieces using a predetermined/developed rubric. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions) within the piece of writing.

The sixth-grade high-ability student in language arts will accurately respond to Constructed Response Questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focusing on the RACE writing method. The teacher will use this

rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

The sixth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The sixth-grade high-ability student in language arts will demonstrate growth and development while trying to reach mastery when working with various grammar concepts throughout the year. The student will show their understanding and growth through various forms of assessment and activities as the year progresses. The teacher will evaluate grammar usage and application by utilizing product analysis and predetermined evaluation rubrics within the writing.

SELECTED RESOURCES

TEACHER RESOURCES

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non-fiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer's voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children's fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state's scoring system using either holistic or domain scoring (explanations provided with the student samples).

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of

interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” Listenwise, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events. - Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

Janeczko, Paul B. *Teaching Literary Elements Using Poetry: Engaging Poems Paired with Close-Reading Lessons That Teach Key Literary Elements--and Help Students Meet Higher Standards*. Scholastic Teaching Resources, 2014.

Boost students' reading skills through poetry-based lessons and engaging activities presented by poet and teacher Paul Janeczko. Students will gain a solid understanding of key literary elements, including character, setting, theme, plot, metaphor, simile, and more! This knowledge will help students readily identify these elements not only in poetry but in all types of literature, allowing them to have a deeper comprehension of what they read. Each lesson includes background information, tips for reading the poem aloud, an opportunity for writing, reproducible activity sheets, and more. By completing the lessons in this book, students will also meet the Common Core State Standards that address literary elements and the genre of poetry. For use with Grades 4-8.

CommonLit, <https://www.commonlit.org/en>.

CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.

Christie, Agatha, and Agatha Christie. *And Then There Were None*. Collins, 2020.

Ten people, each with something to hide and something to fear, are invited to an isolated mansion on Indian Island by a host who, surprisingly, fails to appear. On the island, they

are cut off from everything but each other and the inescapable shadows of their own past lives. One by one, the guests share the darkest secrets of their wicked pasts. And one by one, they die... Which among them is the killer and will any of them survive?

Barrie, J. M., et al. *Peter Pan*. Barnes and Noble, 2005.

*Peter Pan first flew across a London stage in 1904, overwhelming audiences with its tale of a magical boy who never grows up, who lures young Wendy and her brothers to Neverland where they meet pirates, Indians, fairies, and the Lost Boys. Following the play's astonishing success, J. M. Barrie revised and expanded the story and published it as this novel, originally titled *Peter and Wendy* when it appeared in 1911. For children, it remains a marvelous mix of fantasy and adventure, featuring unique, imaginative characters, who frisk and frolic in an enchanting land.*

For adults, the story of Peter and the Lost Boys works on a much deeper level, speaking to them about the inevitable loss of childhood and the ability "to fly." The climactic duel between the "proud and insolent youth" (Peter Pan) and the "dark and sinister man" (Captain Hook) is both a swashbuckling romp and a moving metaphor for the complex, poignant struggle between innocent but irresponsible youth and tainted but dependable maturity. Neither side wins, for the one inevitably becomes the other. Of course, the ageless Peter Pan is the happy exception.

STUDENT RESOURCES

"Listening That Sparks Learning." *Listenwise*, <https://listenwise.com/>.

"Get the Content You've Been Missing." *Newsela*, <https://newsela.com/>.

"Educational Hip-Hop Songs & Videos for All Subjects, K-12." *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

CommonLit, <https://www.commonlit.org/en>.

Christie, Agatha, and Agatha Christie. *And Then There Were None*. Collins, 2020.

Barrie, J. M., et al. *Peter Pan*. Barnes and Noble, 2005.

Crawfordsville Community Schools

Skeletal Unit Plan

5/27/2022

6 HA ELA

Unit #4 - Estimated Length: Approximately 9-11 Weeks

**Speaking Out: Analyzing History, Advocating for What is Right, and Teaching Others
High-Ability 6th Grade**

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in language arts will discuss, respond, write, and develop individual and unique responses to various forms of reading including classroom novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The sixth-grade high-ability student in language arts will demonstrate understanding and move towards mastery of various literary elements as they continue to be exposed to a variety of pieces of writing. They will show their growth and development in a variety of ways including literary analysis, discussions, and different classroom response systems.

The sixth-grade high-ability student in language arts will read and analyze a multitude of different pieces of literature and types of writing. Through exploration and analysis, students will analyze character development, plot, central idea, text evidence, figurative language, and a variety of other literary elements crucial to well-developed pieces of writing.

The sixth-grade high-ability student in language arts will complete different types of writing throughout the year. Each writing will show the student's unique perspective, interpretation of, and/or understanding of the different concepts they are challenged with. These writings will demonstrate their ability to compare and analyze different characters and character development in a novel, determine and analyze themes, identify the central ideas within nonfiction writing, summarize nonfiction text, utilize text evidence to support their response to an answer, create narrative writing pieces that demonstrate their grasp of vital literary elements, and develop and analyze informative and argumentative writing in a clear and concise manner that demonstrates their understanding of research and various nonfiction pieces.

The sixth-grade high-ability student in language arts will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot, setting, author's style, and theme development in stories such as *Milkweed* and other teacher-selected titles.

MAJOR CONCEPTS

History is presented in a multitude of ways to inform readers and allow them to develop their own perspectives regarding different historical events.

Nonfiction pieces are developed and utilized to inform, entertain, and persuade readers. Each purpose tends to take on a different form. Authors often use narrative nonfiction to entertain a reader and persuasive nonfiction is often used to relay historical events from a certain perspective of that event.

Research and nonfiction analysis is utilized to develop objective and factually driven pieces of writing and presentations in a variety of formats such as compare and contrast, cause and effect, and/or sequential order.

Historical fiction is a genre of literature that recreates a specific time/place/event in history that is supplemented by nonfiction/real historical events while projecting certain themes into real events and fictional characters.

CONTENT OUTLINE

- I. Pieces of Historical Fiction contain a variety of elements that allow readers to develop their own perspectives regarding historical events.
 - A. Historical Fiction literature informs readers and allows them to create their own perspectives and connections with different historical events.
 - B. Historical Fiction utilizes essential literary elements combined with historically accurate events to create engaging storylines with fictional characters while exploring deep and heavy events from our nation's and world's history.
 - C. Historical Fiction is also utilized to convey cultural elements of different time periods throughout their writing.
- II. Nonfiction/informational text and multimedia can be analyzed and utilized to develop a multitude of different activities that focus on informing the reader in a variety of ways.
 - A. The reader will analyze and determine the central idea and supporting main ideas within a piece of nonfiction/informational text or multimedia.
 - B. The reader will utilize a variety of reading strategies to dissect the information within each piece of nonfiction/informational text or multimedia.
 - C. The writer will develop an informative piece of writing in the style of comparing and contrasting different perspectives and experiences of those who lived through Japanese-American Internment Camps.
 - D. The writer will develop a demonstrative speech and presentation that teaches the audience how to do something, make something, achieve the desired effect, or

improve a skill. Their speech will include an introduction, body, and conclusion in sequential order while embedding factual information related to their topic.

- III. Writers utilize a variety of forms to persuade, inform, and entertain their readers.
 - A. The writer analyzes nonfiction text through research regarding specific concepts/topics. The writer uses evidence presented in the research to develop clear and concise informative/expository writing in the form of a compare and contrast essay.
 - B. The writer utilizes evidence presented in various texts to support their analysis of a text.
 - C. The writer can analyze a piece of writing, develop central ideas, and create a clear and concise objective summary.
- IV. Stories are developed utilizing a variety of core literary elements to engage and entertain their readers.
 - A. The reader will analyze the plot elements of a story. Those elements consist of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
 - B. The reader will read about a variety of characters and their respective traits as they analyze different characters throughout each story.
 - C. The reader will identify different types of conflict as they read a multitude of stories. There are many different types of conflict that lead to entertaining and interesting stories.
 - D. The reader will read, analyze, and determine many different themes throughout the stories that have been presented to them. These themes will represent the moral of the story that the author wanted the reader to see and understand.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will participate in a socratic discussion regarding the purpose of looking back on and continuing to learn about critical events that have happened throughout history. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**)

Students will review and discuss events leading up to and surrounding WWII and their impact on history and culture while focussing on Japanese Internment and The Holocaust. 6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**)

Students will view and analyze various examples of informative/expository, narrative, and argumentative writing. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.4.1, 6.RV.3.1, 6.W.3.1, 6.W.3.2, 6.W.3.3**)

Students will read, annotate, and analyze nonfiction articles and pieces of writing focusing on historical content while identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1)

Students will analyze historical fiction writing through the reading and discussion of the class novel, *Milkweed*. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1, **6.RL.4.2**, 6.RV.1, **6.RV.2.1**, 6.RV.3.1)

DEVELOPMENTAL ACTIVITIES

Students will analyze and record different elements of characters and plots throughout a class novel. Students will evaluate character changes, theme, and plot development throughout each story while keeping in mind how each literary element impacts the overall purpose of the novel. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will review and analyze pieces of narrative, informative/expository, and argumentative writing while focussing on core elements within each piece (narrative = plot elements; informative/expository = central/main idea, objective analysis/presentation; argumentative = claim, counterclaim, rebuttal, evidence). (**6.W.3.1**, **6.W.3.2**, **6.W.3.3**)

Students will respond to various Constructed Response Questions regarding the class novel, *Milkweed*, utilizing the RACE writing format and incorporating specific evidence from the text. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles that focus on Japanese-Internment, The Holocaust, and other related historical concepts for Constructed Response Questions. Students will utilize the RACE writing method when identifying text evidence to support analysis. (6.RN.1, **6.RN.2.1**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will read and analyze various nonfiction articles that focus on Japanese-Internment, The Holocaust, and other related historical concepts for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, 6.W.1, 6.W.6.2)

Students will study various parts of speech (phrases, clauses, and sentence structure) and be able to identify and utilize them appropriately in everyday writing. (**6.W.6.1**)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will research and analyze a variety of nonfiction texts and sources to create and produce presentations and speeches regarding their topic. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**)

CULMINATING ACTIVITIES

Students will research and analyze information, from various NEWSELA, SCOPE, Internet, and/or book/encyclopedia sources over different historical concepts and/or nonfiction topics to develop a variety of well-thought out and developed presentations and speeches. One speech will focus on a Holocaust survivors journey and how they were impacted by varying elements of that journey. The other speech and presentation will focus on a concept chosen by the student that

they in turn will teach the class how to do or make. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**, 6.W.1, **6.W.3.2**, **6.W.4**, 6.W.6.2)

Students will create multi-media presentations to accompany their speeches. These multi-media presentations will include required content while being engaging and interesting for the audience. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**, 6.W.1, **6.W.3.2**, **6.W.4**, 6.W.6.2, 6.SL.4, 6.ML.1)

Students will develop a type of informative essay known as a compare and contrast essay upon the completion of the Japanese-American Internment Unit. The students will utilize evidence from three to four different sources that were presented regarding Japanese-American Internment. Students will organize their writing in a clear and meaningful way while objectively presenting how each of these sources were similar and different regarding the topic of Japanese-American Internment Camps. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, 6.RN.3.3, **6.RN.4.1**, 6.W.1, **6.W.3.2**, **6.W.4**, **6.W.6.1e**, 6.W.6.2)

Students will develop a demonstrative speech regarding a topic of their choice. Within their demonstrative speech, students will not only teach the class how to complete/make/do the task at hand, but they will also present factual information that is related to a concept included in/with the task at hand. Their demonstrative speech will include an introduction, body, and conclusion along with cited sources for their factual evidence. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, 6.RN.3.3, **6.RN.4.1**, 6.W.1, **6.W.3.2**, **6.W.4**, **6.W.6.1e**, 6.W.6.2)

Students will write a variety of summaries and objective summaries over reading selections that focus on the classroom novel, Japanese-American Internment, The Holocaust, and other related historical concepts. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, **6.W.6.2**)

Students will respond to various Constructed Response Questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will participate in weekly listening comprehension activities and show their growth and mastery through multiple choice and constructed response assessments. These activities will be strictly listening. The students will not have any visual cues or text to follow along with as they listen to a variety of interviews or informative sessions on a multitude of science and social studies topics. (6.SL.1, 6.SL.3.1, 6.SL.3.2)

EVALUATION

The sixth-grade high-ability student in language arts will utilize a variety of writing strategies and graphic organizers to meaningfully, effectively, and objectively develop an informative/expository essay in the form of a compare and contrast essay. These pieces of writing will compare and contrast different historical elements and experiences of those who

were involved in Japanese-American Internment and its impact. The teacher will evaluate the informative/expository writing pieces using a predetermined/developed rubric. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions, and fluency) within the piece of writing. The teacher will use this rubric to analyze the student's response and utilization of textual evidence from a multitude of sources.

The sixth-grade high-ability student in language arts will utilize a variety of writing strategies and graphic organizers to meaningfully, effectively, and objectively develop a demonstrative speech along with a multi-media presentation. With these pieces of writing students will not only teach the class how to complete/make/do the task at hand, but they will also present factual information that is related to a concept included in/with the task at hand. Their demonstrative speech will include an introduction, body, and conclusion along with cited sources for their factual evidence. The teacher will use the rubric to analyze specific writing traits (ideas, organization, word choice, conventions, and fluency) within the piece of writing. The teacher will use this rubric to analyze the student's response and utilization of textual evidence from a multitude of sources. The teacher will also utilize a predetermined/developed rubric to assess their speech performance. This rubric will focus on a variety of concepts including eye contact, volume, content, presentation, etc.

The sixth-grade high-ability student in language arts will accurately respond to Constructed Response Questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focusing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

The sixth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The sixth-grade high-ability student in language arts will demonstrate growth and development while trying to reach mastery when working with various grammar concepts throughout the year. The student will show their understanding and growth through various forms of assessment and activities as the year progresses. The teacher will evaluate grammar usage and application by utilizing product analysis and predetermined evaluation rubrics within the writing.

SELECTED RESOURCES

TEACHER RESOURCES

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non-fiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer's voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children's fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state's scoring system using either holistic or domain scoring (explanations provided with the student samples).

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events.- Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

Spinelli, Jerry. *Milkweed: A Novel*. Alfred A. Knopf, 2011.

He's a boy called Jew. Gypsy. Stopthief. Filthy son of Abraham. He's a boy who lives in the streets of Warsaw. He's a boy who steals food for himself, and the other orphans. He's a boy who believes in bread, and mothers, and angels. He's a boy who wants to be a Nazi, with tall, shiny jackboots of his own-until the day that suddenly makes him change his mind. And when the trains come to empty the Jews from the ghetto of the damned, he's a boy who realizes it's safest of all to be nobody. Newbery Medalist Jerry Spinelli takes us to one of the most devastating settings imaginable-Nazi-occupied Warsaw during World War II-and tells a tale of heartbreak, hope, and survival through the bright eyes of a young Holocaust orphan.

STUDENT RESOURCES

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Spinelli, Jerry. *Milkweed: A Novel*. Alfred A. Knopf, 2011.

Crawfordsville Community Schools
Skeletal Unit Plan
5/27/2022
6 HA ELA
Unit #5 - Estimated Length: Approximately 3-5 Weeks

Racism, Activism, and Civil Rights
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in language arts will discuss, respond, write, and develop individual and unique responses to various forms of reading including classroom novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The sixth-grade high-ability student in language arts will demonstrate understanding and move towards mastery of various literary elements as they continue to be exposed to a variety of pieces of writing. They will show their growth and development in a variety of ways including literary analysis, discussions, and different classroom response systems.

The sixth-grade high-ability student in language arts will read and analyze a multitude of different pieces of literature and types of writing. Through exploration and analysis, students will analyze character development, plot, central idea, text evidence, figurative language, and a variety of other literary elements crucial to well-developed pieces of writing.

The sixth-grade high-ability student in language arts will complete and/or analyze different types of writing throughout the year. Each writing will show the student's unique perspective, interpretation of, and/or understanding of the different concepts they are challenged with. These writings will demonstrate their ability to compare and analyze different characters and character development in a novel, determine and analyze themes, identify the central ideas within nonfiction writing, summarize nonfiction text, utilize text evidence to support their response to an answer, create narrative writing pieces that demonstrate their grasp of vital literary elements,

and develop and analyze informative and argumentative writing in a clear and concise manner that demonstrates their understanding of research and various nonfiction pieces.

The sixth-grade high-ability student in language arts will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot, setting, author's style, and theme development in stories such as *Brown Girl Dreaming* and other teacher-selected titles.

MAJOR CONCEPTS

History is presented in a multitude of ways to inform readers and allow them to develop their own perspectives regarding different historical events.

Nonfiction pieces are developed and utilized to inform, entertain, and persuade readers. Each purpose tends to take on a different form. Authors often use narrative nonfiction to entertain a reader and persuasive nonfiction is often used to relay historical events from a certain perspective of that event.

Different approaches to writing over the same content can create an avenue of experiences for students. The varying presentations of content present information to students in different ways and allows them to compare and contrast different writing styles.

CONTENT OUTLINE

- I. Poetry uses a variety of structures and stylistic choices to engage with readers in ways that can be compared and contrasted with literature. It can also be analyzed objectively or from a variety of perspectives.
 - A. The reader will analyze and determine the central idea and supporting main ideas of each part of the novel and the overall novel itself.
 - B. The reader will utilize a variety of strategies to interpret the information that is presented in verse format.
- II. Paired texts can add new or additional meanings to another piece of work.
 - A. The reader will read a variety of paired texts regarding Civil Rights and related historical content that aligns with the classroom novel.
 - B. The reader will analyze and convey how the paired texts relate to and impact the message(s) portrayed in the classroom novel.
- III. Stories derive meaning from real events and life experiences. Fiction can provide insight and foster empathy into the experiences of others.
 - A. Historical Fiction utilizes essential literary elements combined with historically accurate events to create engaging storylines with fictional characters while exploring deep and heavy events from our nation's and world's history.
 - B. Nonfiction presents different ways our nation's and world's history has been explored and how it impacts our present and future lives.
 - C. Historical Fiction and Nonfiction paired texts are also utilized to convey cultural elements and perspectives of different time periods within their writing.

- IV. Vocabulary and word choice are tools that authors use to craft memorable experiences for their readers and communicate their ideas.
- A. The reader will analyze and determine the impact of an author’s vocabulary and word choice in regard to the overall message of their writing.
 - B. The reader will determine how an author’s word choice helps to develop their writing in regards to content and engagement.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will participate in a Socratic discussion regarding the purpose of looking back on and continuing to learn about critical events that have happened throughout history. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**)

Students will review and discuss events leading up to and surrounding the Civil Rights era and its impact on history and culture while focussing on Racism, Activism, and Civil Rights. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**)

Students will view and analyze various examples of informative/expository, narrative, and argumentative writing. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RV.3.1, 6.W.3.1, 6.W.3.2, 6.W.3.3**)

Students will read, annotate, and analyze nonfiction articles and pieces of writing focusing on historical content while identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1)

Students will analyze history through various forms of nonfiction writing through the reading and discussion of the class novel, ***Brown Girl Dreaming***, and appropriate paired texts. (6.RL.1, **6.RL.2.1, 6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1, **6.RL.4.2**, 6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**, 6.RV.1, **6.RV.2.1**, 6.RV.3.1)

DEVELOPMENTAL ACTIVITIES

Students will analyze and record different elements of characters and plots throughout a class novel. Students will evaluate character changes, theme, and plot development throughout each story while keeping in mind how each literary element impacts the overall purpose of the novel. (6.RL.1, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**)

Students will compare items written in verse to items written in prose regarding the same topic and/or content. Students will analyze how similar messages can be portrayed in various forms of writing regarding essential concepts from history. (6.RL.1, **6.RL.2.1, 6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2, 6.RL.4.1**, 6.RN.1, **6.RN.2.1, 6.RN.2.2, 6.RN.2.3**, 6.RN.3.1, 6.RN.3.2, **6.RN.4.1**, 6.RV.1, **6.RV.2.1**, 6.RV.3.1)

Students will review and analyze pieces of narrative, informative/expository, and argumentative writing while focussing on core elements within each piece (narrative = plot elements;

informative/expository = central/main idea, objective analysis/presentation; argumentative = claim, counterclaim, rebuttal, evidence). (**6.W.3.1, 6.W.3.2, 6.W.3.3**)

Students will respond to various Constructed Response Questions regarding the class novel, ***Brown Bird Dreaming***, utilizing the RACE writing format and incorporating specific evidence from the text. (**6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.2, 6.RN.2.3, 6.RN.3.1, 6.RN.3.2, 6.RN.4.1, 6.W.1, 6.W.6.2**)

Students will read and analyze various nonfiction articles that focus on the Civil Rights Movement, Racism, Activism and other related historical concepts for Constructed Response Questions. Students will utilize the RACE writing method when identifying text evidence to support analysis. (**6.RN.1, 6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.RV.2.1, 6.W.1, 6.W.6.2**)

Students will read and analyze various nonfiction articles that focus on Civil Rights Movement, Racism, Activism and other related historical concepts for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (**6.RN.1, 6.RN.2.1, 6.RN.2.2, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2**)

Students will study various parts of speech and grammatical elements/conventions. Students will be able to identify and utilize them appropriately in everyday writing. (**6.W.6.1**)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (**6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3**)

CULMINATING ACTIVITIES

Students will create informative, multi-media presentations regarding something they are interested in, in relation to the Civil Rights topic. The students will utilize their presentation to extend the teaching regarding that pointed concept in conjunction with Civil Rights. Students will incorporate a variety of different language arts skills they have acquired and strengthened throughout the year to cover content and various skills with their presentation/teaching moment. (**6.RN.1, 6.RN.2.1, 6.RN.2.2, 6.RN.2.3, 6.RN.3.1, 6.RN.3.2, 6.RN.4.1, 6.W.1, 6.W.3.2, 6.W.4, 6.W.5, 6.W.6.2, 6.SL.4, 6.ML.1**)

Students will write a variety of summaries and objective summaries over reading selections that focus on the classroom novel, Civil Rights Movement, Racism, Activism and other related historical concepts. (**6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.2, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2**)

Students will respond to various Constructed Response Questions asking for textual evidence utilizing the RACE response format. (**6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2**)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (**6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2**)

Students will participate in weekly listening comprehension activities and show their growth and mastery through multiple choice and constructed response assessments. These activities will be strictly listening. The students will not have any visual cues or text to follow along with as they listen to a variety of interviews or informative sessions on a multitude of science and social studies topics. (6.SL.1, 6.SL.3.1, 6.SL.3.2)

EVALUATION

The sixth-grade high-ability student in language arts will utilize a variety of writing strategies and graphic organizers to meaningfully, effectively, and objectively develop an informative/expository presentation regarding the Civil Rights Movement. These presentations will utilize historical content and incorporate literary elements/skills the students have acquired throughout the year. They will utilize the presentation to further teach a concept to the class surrounding the Civil Rights Movement. The teacher will evaluate the informative/expository presentations using a predetermined/developed rubric. The teacher will use the rubric to analyze specific public speaking skills throughout the student presentation and delivery of ideas/details regarding their topic. The teacher will use this rubric to analyze the student's presentation/ideas/content and utilization of textual evidence from a multitude of sources.

The sixth-grade high-ability student in language arts will accurately respond to Constructed Response Questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focusing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

The sixth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The sixth-grade high-ability student in language arts will demonstrate growth and development while trying to reach mastery when working with various grammar concepts throughout the year. The student will show their understanding and growth through various forms of assessment and activities as the year progresses. The teacher will evaluate grammar usage and application by utilizing product analysis and predetermined evaluation rubrics within the writing.

SELECTED RESOURCES

TEACHER RESOURCES

Kiester, Jane Bell. *Blowing Away the State Writing Assessment Test: Four Steps to Better Writing Scores for Students of All Levels*. Maupin House, 2006.

Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non-fiction prompt with superior and creative writing that incorporates solid writing-craft principles. The expanded Third Edition allows you to: simplify the planning process for writing with several graphic organizers; help students use and retain vivid vocabulary with entertaining, classroom-proven activities; encourage and explicitly teach strategies that foster well-organized and elaborated writing that reveals the writer's voice; teach students how to recognize genre—a difficult skill for many students to master on assessments—with twenty passages from familiar and beloved children's fiction and non-fiction literature; provide students with practice in all genres with more than 200 practice prompts, plus the newest test addition—quote analysis; assess writing quickly and confidently using the ninety reproducible, student-written responses to descriptive, expository, narrative, and persuasive writing prompts that include rubrics and teacher notes; and conform to your state's scoring system using either holistic or domain scoring (explanations provided with the student samples).

Thompson, Michael Clay. *The Magic Lens*. Royal Fireworks Press, 2015.

The Magic Lens I is entirely based on four-level sentence analysis. This analysis of parts of speech, parts of a sentence, phrases, and clauses is Michael Clay Thompson's original and enormously successful approach to teaching grammar. It uses his "t-models" to illustrate how sentences are constructed, exquisitely showcasing complex grammar relationships as simple but beautiful illustrations. This book not only includes a comprehensive look at grammar; it delves deeply into common grammar errors and usage problems and includes detailed explanations of how grammar affects punctuation. Michael often uses the sentences of great classic writers to show children examples of interesting grammar in some of the most famous literary works in the English language. Practice is provided at every stage so that children are immediately applying what they have learned and actively building a thorough understanding of the inner workings of the language.

“Listening That Sparks Learning.” *Listenwise*, <https://listenwise.com/>.

Teach and assess listening using the award-winning Listenwise program. Collections for English, social studies, science, and current events. - Utilized in conjunction with various assignments to incorporate science and social studies concepts into our ELA curriculum while continuing to practice and develop listening comprehension.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Flocabulary’s educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

CommonLit, <https://www.commonlit.org/en>.

CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.

Woodson, Jacqueline. *Brown Girl Dreaming*. Puffin Books, 2016.

Raised in South Carolina and New York, Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement. Touching and powerful, each poem is both accessible and emotionally charged, each line a glimpse into a child’s soul as she searches for her place in the world. Woodson’s eloquent poetry also reflects the joy of finding her voice through writing stories, despite the fact that she struggled with reading as a child. Her love of stories inspired her and stayed with her, creating the first sparks of the gifted writer she was to become. Includes 7 additional poems, including "Brown Girl Dreaming."

Praise for Jacqueline Woodson: "Ms. Woodson writes with a sure understanding of the thoughts of young people, offering a poetic, eloquent narrative that is not simply a story . . . but a mature exploration of grown-up issues and self-discovery."—The New York Times Book Review

STUDENT RESOURCES

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