Sixth Grade
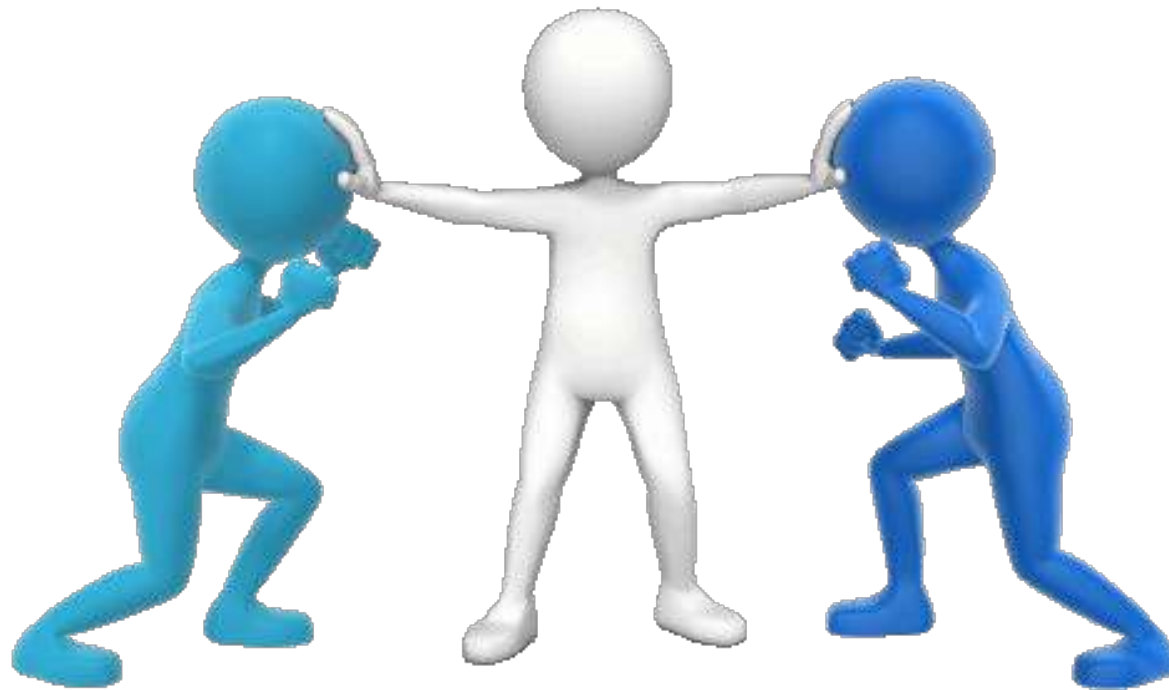
PARCC-Aligned Curriculum Guide
Unit 1

School Year 2015-2016

Big Question of the Unit: *"Is conflict always bad?"*

Grade	6
Unit	1
Unit's Big Question	*"Is Conflict Always Bad?"*
Unit Focus	Throughout this unit, students will read short stories as well as other texts related to the Big Question. Students will consider the Big Question as they read these texts with the goal of gaining a deeper understanding of literature.
	Using these texts, students will learn the required skills that will enable them to comprehend fiction as well as nonfiction texts.
	Furthermore, students will analyze the elements of short stories while reading these texts focusing on characters and conflict.
	Additionally, students will construct writing in the form of personal narratives and essays. They will also engage in meaningful classroom discussions with their peers.
	Lastly, at the end of the unit, students will create and present an authentic assessment based on the unit's performance tasks. The authentic assessment should demonstrate their understanding of the unit's skills and reflect on the Big Question.

Focus Standards

Reading Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Reading Informational

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

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

Writing

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

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

Speaking and Listening

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

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

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

Language

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Pacing	Marking Period 1: September 8-November 12, 2015
Essential Questions	**Enduring Understandings**

Essential Questions	Enduring Understandings
- What do readers do when they do not understand everything in the text? - Why do readers need to pay attention to a writer's choice of words? - How do writers develop a well-written product? - How do good writers express themselves? - How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task? - How can discussions increase our knowledge and understanding of an idea or ideas?	**Students will understand that…** - Good readers employ strategies to help them understand text. - Words powerfully affect meaning. - Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. - Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. - Rules and conventions of language help readers understand what is being communicated. - Oral discussions help to build connections to others and create opportunities for learning

Learning Outcomes

At the end of this unit, students will be able to:
- Define textual evidence
- Define inference and explain how a reader uses textual evidence to reach a logical conclusion
- Read closely and find answers explicitly in the text (right there answers) and answers that require an inference
- Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions
- Analyze plot to determine a theme
- Explain how plot is developed by key events and episodes experienced by the characters.
- Determine qualities of characters in a text based on an author's direct and indirect characterization
- Define narrative and describe the basic parts of plot structure.
- Engage the reader by introducing the narrator, characters, setting, and the event that starts the story in motion.
- Use narrative techniques to develop a storyline where one event logically leads to another.
- Use descriptive words and phrases that appeal to the senses and create mind pictures to help the reader understand the experiences and events.
- Use transition words, phrases, and clauses to signal changes in time and place.
- Write a conclusion that provides a sense of closure.

Assessments

Screening:
- Unit Pretest
- Reading Interest/Strategy Inventory
- On Demand Personal Narrative
- Teacher Review of portfolio (5th grade)

Formative:
Informal –
- anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –
- District Benchmark (Interim)

Summative:
- End of Unit Test
- Published Personal Narrative
- End of Unit
- On-Demand Writing

Authentic:
- Performance Tasks (PH Lit pp. 370-371)
- Socratic Seminar

Sample Schedule for one period (half the block)

Reader's Workshop
Mini-lesson or Opening – 10-12 minutes

Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes

Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes

Writer's Workshop

Mini-lesson or Opening – 10-12 minutes

Work Period (small group instruction, independent reading, independent writing, collaborative group work, conferring) – 20-25 minutes

Closing – (Share, Exit Ticket, Check for understanding, etc.) – 5-10 minutes

ELA Model Content Framework Chart for Grade 6
Unit 1: "*Is conflict always bad*?"

Reading Complex Texts*† (RL/RI.6.10)		Writing to Texts (W.6.1-6, 9-10, RL/RI.6.1-10)			Research Project (W.6.1, 2, 4-9, RL/RI.6.1-10)
Extended Text	*Short Texts*	*Routine Writing*	*4-6 Analyses*	*1-2 Narratives*	*1 Research Project*
Literature *1. The Tail* **or** *Dragon, Dragon* *2. Zlateh the Goat* **or** *The Old Woman Who Lived With the Wolves* *3. The Circuit* **or** the *All-American Slurp* *4. The King of Mazy May* **or** *Aaron's Gift*	**Literature:** <u>**Literary Analysis Workshop**</u> 1. *The Old Grandfather and His Little Grandson, The Wounded Wolf* <u>**Comparing Literary Works**</u> 1. *Becky and the Wheels –and- Brake Boys*, p. 252-259 & *The Southpaw*, p. 260-262 2. *The Fun They Had*, p. 343-347 & *Feathered Friend*, p. 348-352 **Informational:** <u>Reading for Information</u> 1. *The Seven Wonders of the World* 2. *Art, Architecture, and Learning in Egypt*	**Develop & convey understanding** 1. Text-Dependent Question Responses (i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations 4. Responses to Literature	**Focus on arguments** 1. Reading for Information: (Timed Writing, Argument, p. 249) 2. Comparing Literary Works: (Timed Writing, Essay, p. 263) 3. Reading for Information: (Timed Writing, Essay, p. 341) 4. Comparing Literary Works: (Timed Writing, Essay, p. 353)	**Convey experiences, events and/or procedures** Personal Narratives (Unit of Study)	**Integrates knowledge from sources when composing**
For Reading and Writing in Each Module**					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question and Academic Vocabulary	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)

Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
Sherlock Holmes Mysteries by Sir Arthur Conan Doyle	All Creatures Great and Small by James Herriot
An Island Like You: Stories of the Barrio by Judith Cofer	**Cathedral: The Story of Its Construction by David Macaulay**
My Side of the Mountain by Jean Craighead George	
Come Sing, Jimmy Jo by Katherine Paterson	
The Book of Questions by Pablo Neruda (Poetry)	

ELA Unit Instructional Pacing Plan – Grade 6

Introduction to the Reading and Writing Workshop
Essential Questions: "How do readers make sense of what they are reading?" "How do writers find ideas for writing?"

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK ONE and TWO	**READING BLOCK** RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5	Student Interest Inventory Engagement Inventory Independent Reading Book Immersion lessons Introduce strategies for good readers *Launching the Reading and Writing Workshops Lessons Day 1-9*	*See Launching the Reading and Writing Workshops Lessons Day 1-9*	• Student Interest and Engagement Inventories • Running records • Reading Conference Notes • **Beginning of the Year Assessment**
	WRITING BLOCK W.6.2 ; W.6.3; W.6.4; W.6.5; W.6.6	Notebooking (Sharing our Notebooks) Collecting Ideas Immersion lessons Personal narrative exemplars (Units of Study) *Launching the Reading and Writing Workshops Lessons Day 1-9*	*See Launching the Reading and Writing Workshops Lessons Day 1-9*	• Writer's Notebook Entries • Reader's Notebook Entries • **On-Demand Timed Pre-assessment for personal narrative writing**

PH Literature, Unit 2: *"Is conflict always bad?"* pp. 174-373

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK THREE	**READING BLOCK** RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5	**PH Literature** **Unit Preview: Elements of a Short Story & plot structure, pp. 178-179, internal and external conflict pg. 180, direct and indirect characterization pg. 181** -"*The Tail*" pp. 191-202 **Reading Skill:** Make inferences **Literary Analysis:** Analyze characters (direct and indirect characterization)	It Says/I Say/And So… (inferring) STEAL strategy (characterization) Optional: Character Business Cards (After Reading), pg. 176d	• Inference charts • Character maps/charts • Reader's Notebook entries • Optional: Character Business Cards (After Reading), pg. 176d

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
	W.6.4	**Writing Task (Explanatory)** **(pg. 217)** Help Wanted Ad		• Help Wanted Ad (PH Lit, pg. 217)
	Language L.6.1	**Integrated Language Skill** **(pg. 216)** Conventions: Action and Linking Verbs **Word Study (pg. 203)** Prefix: dis-		
	WRITING BLOCK W.6.2; W.6.3; W.6.3a,b,c,d,e; W.6.4, W.6.5; W.6.9a; W.6.10	**Units of Study** *Sessions 1-3 (Bend I)* *Launching Independent Writing Lives and Generating Personal Narratives* *Setting Up To Write, Calling On All Strategies to Write Up a Storm, Writing From Moments That Really Matter*	Anchor charts Building volume Writing to bring out a feeling	• Writer's notebook entries
Pacing	**Standards**	**Curricular Resources/Supplements**	**Strategies**	**Student Assessment/Evidence**
WEEK FOUR	**READING BLOCK** RL.6.1; RL.6.3;	**PH Literature** *"Zlateh the Goat" pp. 221-230* **Reading Skill:** Make inferences **Literary Analysis:** conflict and resolution (external and internal conflict)	It Says/I Say/And So… (inferring) Inference Chart, p. 219	• Inference charts • Conflict charts • Reader's Notebook entries
	W.6.1	**Writing Task (Argument)** **(p. 241)** Persuasive Speech		• Persuasive Speech
	WRITING BLOCK W.6.1; W.6.2; W.6.3; W.6.3a,b,c,d,e; W.6.4, W.6.5; W.6.9a; W.6.10	**Units of Study** *Sessions 4-6 (Bends I,II)* *Launching Independent Writing Lives and Generating Personal Narratives* *& Moving Through the Writing Process and Toward Our Goals* *Telling Stories From the Narrator's Point of View, Reading Closely to Learn From Other Authors & Taking Stock: Pausing to Assess and Set Goals*	Choosing what to include Making time to write Crafting systems to keep track of goals	• Writer's notebook entries • Personal Narrative Writing drafts (on paper)
	Language L.6.1	**Integrated Language** **Word Study (pg. 231)**		

| Prefix: ex- | | | |

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FIVE	Reading RI6.5; RI.6.7; L.6.1	**PH Literature** **Reading for Information** *"The Seven Wonders of the World and Art, Architecture, and Learning in Egypt"* (pp. 244-249) **Reading Skill:** Using text aids and features	Think Aloud, pg. 244	• Reader's Notebook entries
	W.6.1	**Reading for Information Writing Task (Timed Writing-Argument) p. 249** Position Statement	5 Minute Planner, pg. 249	• Position Statement **(On Demand Timed Writing)**
	RI.6.3 W.6.2	**Comparing Literary Works** (pp. 250-263) Skill: Character motives (internal and external) **Comparing Literary Works Writing Task (Timed Writing – Explanatory Essay) pg. 263**	Character Chart, pg. 250 5 Minute Planner, pg. 253	• Explanatory Essay **(On Demand Timed Writing)**
	WRITING BLOCK **W.6.1; W.6.2; W.6.3;W.6.3a,b ,c,d,e W.6.4**	**Units of Study** *Sessions 7-9 (Bend II)* ***Moving Through the Writing Process and Toward Our Goals*** *Experimenting with Beginnings, Flash-Drafting & Using Writer's Notebooks for Mindful, Goal-Driven Work*	Carrying what you've learned into new writing situations Flash-drafting Keeping writing tools close at hand	• **Personal Narratives**

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK SIX	**READING BLOCK** **RL.6.2; RL.6.3**	**PH Literature** ***"The Circuit"* pp. 273-282** **Reading Skill:** Drawing Conclusions **Literary Analysis:** Theme	Drawing Conclusions chart Theme Map, pg. 271	• Drawing conclusions chart • Reader's Notebook entries • Theme map

	W.6.4	**Writing Task (Explanatory Text) Pg. 299** Character Description	Cluster Map, pg. 299	• Writing Task - Character description (PH Lit, p. 299)
	Language L.6.1	**Integrated Language Skill** Conventions: Simple Verb Tenses Pg. 298 **Word Study:** Prefix: com- Pg. 272		
	WRITING BLOCK W.6.3; W.6.4	**Units of Study** *Sessions 10-12 (Bends II & III)* *Moving Through the Writing Process and Toward Our Goals & Writing a Second Personal Narrative* *Re-Angling and Rewriting to Convey What a Story is Really About, Elaborating on Important Scenes and Adding New Ones From the Past & Using All Available Resources to Aid With Final Touches*	Keeping partners accountable Using the rubric to self-assess for paragraphs Coaching writers to plan	• Personal Narrative drafts
Pacing	**Standards**	**Curricular Resources/Supplements**	**Strategies**	**Student Assessment/Evidence**
WEEK SEVEN	**READING BLOCK** RL.6.3; RL.6.5	**PH Literature** *"King of Mazy May"* **pp.** **303-314** **Reading Skill:** Drawing Conclusions **Literary Analysis:** Setting	Drawing Conclusions chart, pg. 301	• Drawing conclusions chart • Setting chart **District Benchmark**
	W.6.3	**Optional Writing Task: (p. 331)** Personal Narrative		• Optional Writing Task: Personal Narrative Writing Task, p. 331
	Language L.6.1	**Integrated Language Skill:** Conventions: Perfect Tenses of Verbs Pg. 330 **Word Study:** Latin root: -clin- Pg. 315		
	WRITING BLOCK	**Units of Study:**	**Coaching writers to plan**	• Personal Narrative

	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
	W.6.3	*Sessions 13-15(Bend III)* **Writing a Second Personal Narrative** *Taking Charge of the Writing Process, Slowing Down & Stretching Out the Story's Problem & Ending Stories in Meaningful Ways*	**The Emotions of Secondary Characters** **Creating More Powerful Story Endings**	(Published)
Pacing				
WEEK EIGHT	**READING BLOCK** RI.6.3; RI.6.5	**PH Literature** **Reading for Information** *"Race to the End of the Earth"* and *"Gold Rush: The Journey by Land"* pp. 334-341 **Reading Skill:** Analyze Compare-and-Contrast Organization	Compare and Contrast Organization, pg. 334 5 Minute Planner, pg. 341	
	W.6.2	**Reading for Information Writing Task (Timed Writing- Explanatory Essay) p. 341**		Essay (Timed Writing, p. 341)
	RL.6.2; RL.6.5 W.6.2	**Comparing Literary Works** pp. 342-352 Skill: Comparing Setting and Theme (stated theme and implied theme) **Comparing Literary Works Writing Task (Timed Writing – Explanatory Essay) p. 353**	Chart, pg. 342 Think Aloud, pg. 342	**Timed Writing – Explanatory Essay) p. 353**
	WRITING BLOCK W.6.1; W.6.2	**Unit of Study** *Sessions 16-17 (Bend III)* **Writing a Second Personal Narrative** *Ending Sentences for Rhythm and Meaning & Publishing and Celebrating as a Community of Writers*		**On Demand Personal Narrative**

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK NINE	**READING BLOCK** **RL.6.2; RL.6.3; RL.6.5; RI.6.5**	**PH Literature** **Performance Tasks** **p. 370-371**	Digital tools for publishing writing	**End of the Unit Benchmark** **Performance Tasks**
	WRITING BLOCK **W.6.1; W.6.2**	**Unit of Study** *Celebrations*		**Units of Study** *Celebrations*
	Speaking/Listening **SL.6.1; SL.6.4**	*****Performance Tasks presentations**		***Performance Tasks presentations

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK TEN	**READING BLOCK** **RL.6.2; RL.6.3; RL.6.5; RI.6.5**	**PH Literature** **Performance Tasks** **p. 370-371** **Portfolio development**	Digital tools for publishing writing	**PH Literature: Performance tasks** Portfolio submission
	WRITING BLOCK	**Units of Study Celebrations** **Portfolio development**		Units of Study Celebrations Portfolio submission
	Speaking/Listening **SL.6.1; SL.6.4**	**PH Literature** *****Performance Tasks presentations** p. 370-371 *Units of Study Celebrations*		**PH Literature** *****Performance Tasks presentations** p. 370 *Units of Study Celebrations*

Resources

For Teachers:	For students:
PH Lit Resources (Interactive Digital Path, Unit 2 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader's Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets) Authentic Assessment Toolbox: Language Arts – Middle School	PH Lit Resources • Pearson Success Net https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (Home Page Orientation http://www.mypearsontraining.com/tutorials/snet_students_h

http://jfmueller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm

Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols
http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols

NJ Educator Resource Exchange http://njcore.org/

The Reading & Writing Project Resources
http://readingandwritingproject.com/resources.html

Teaching that Makes Sense http://www.ttms.org/

In Common: Effective Writing for All students
http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students

omepageorientation/player.html)
- Reader's Notebook
- Common Core Companion Workbook *
- All-in-One Workbook, audio recordings *
- English Learner Reader's Notebook *
- Adapted Reader's Notebook *
- Spanish Reader's Notebook *

* Assigned by teacher in response to data

Solo 6

Vocabulary Spelling City http://www.spellingcity.com/

Reading Rewards www.readingrewards.com

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Evaluation/ Reflection	Throughout the unit, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the unit, you should use the data and your analyses to respond to the following questions: 1. *What worked?* 2. *What do you think could have been implemented more effectively in your lessons and instruction?* 3. *What do you need to learn more about?* 4. *What resources were helpful?*