

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Sixth Grade

**PARCC-Aligned Curriculum Guide
Unit 2**



School Year 2015-2016

Big Question of the Unit: “*What is important to Know?*”



Grade	6
Unit	2
Unit's Big Question	<i>"What is important to know?"</i>
Unit Focus	<p>Throughout this unit, students will read nonfiction related to the Big Question. They will consider the Big Question as they read these texts with the goal of gaining a deeper understanding of nonfiction.</p> <p>Using these texts, students will learn the required skills that will enable them to comprehend nonfiction texts including essays, argumentative texts, biographies, and autobiographies.</p> <p>Furthermore, students will analyze the elements of nonfiction while reading these texts focusing on author's purpose, main idea, mood, and analyzing development of key ideas.</p> <p>Additionally, students will construct writing in the form of literary and expository essays. They will also engage in meaningful classroom discussions with their peers.</p> <p>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.</p>
Focus Standards	
Reading Literature	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.6.6 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: November 13, 2015 – January 28, 2016

Essential Questions

- 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 writers structure their essays?
- How can writers use specific language to effectively express opinions?
- How can writers think more critically about texts and the world?
- 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?

Enduring Understandings

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.
- Writers write literary essays using a variety of essay structures.
- Writers use Academic English to more effectively express their opinions.
- Writers use writing in order to think more critically about texts and the world.
- 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 and use textual evidence
- Identify and determine an author's purpose/point of view in a text
- Determine understanding of an expository essay using the Expository Essay questions
- Evaluate the author's conclusions
- Analyze and respond to biography and autobiography
- Compare the characteristics of biography and autobiography
- Develop an understanding of an autobiographical essay using Autobiographical Essay questions
- Write an explanatory essay, comparing and contrasting the presentation of events in a biography and in an autobiography.
- Write an how-to-essay
- Use writing strategies to generate ideas and to plan
- Recognize the characteristics of effective persuasion.
- Recognize propaganda in an advertisement
- Analyze argumentative texts, reading two advertisements and identifying propaganda techniques
- Define vocabulary and use vocabulary in context
- Engage effectively in a range of collaborative discussions
- Use comparative and superlative adjectives effectively
- Apply grammar skills
- Write a claim
- Support a claim with reasons and appropriate evidence.
- Cite evidence from the text when analyzing what the text says.
- Cite evidence from the text to support my inferences.
- Determine the theme or central idea of a text.
- Compare and contrast texts by thinking about how they approach similar themes and topics.
- Use basic paragraph/essay structures (Introduction, body, conclusion) when supporting my argument.
- Write in a formal style.
- Develop and improve writing by trying new approaches.
- Use transition words, phrases, and clauses to signal changes in time and place.
- Write a conclusion that provides a sense of closure.
- Write a literary essay that explores a theme or a character in a single text.
- Write a literary essay that includes examples from a second text and a student's own experience.
- Write a literary essay that compares two texts, exploring different treatment of same themes.

Assessments

Screening:

- Unit Pretest
- On Demand Literary Essay

Formative:

Informal –

- Anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –

- Teacher created interim.

Summative:

- End of Unit Test
- Published Literary Essay
- On-Demand Writing

Authentic:

- Performance Tasks (PH Lit pp. 542-543)
- 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 2: "What is important to know?"

Reading Complex Texts*†		Writing to Texts			Research Project
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Literature <i>1. Water <u>or</u> Hard as Nails</i> <i>2. Jackie Robinson: Justice at Last <u>or</u> The Shutout</i> <i>3. Turkeys <u>or</u> Langston Terrace</i> <i>4. La Lena Buena <u>or</u> from The Pigman & Me</i>	Literature: Literary Analysis Workshop 1. None Comparing Literary Works <i>1. from Something to Declare pp. 446-447 & A Backwoods Boy pp. 448-460</i> <i>2. Letter from a Concentration Camp pp. 518-521 & Letter to Scottie pp. 522-524</i> Informational: Reading for Information <i>1. Preserving a Great American Symbol pp. 439-440 & Jake Wood Baseball is the start of something special pp. 441-442</i> <i>2. A Season of Fun for Everyone pg. 513 & It's amazing what you can learn from a twelve-year-old pg. 514</i>	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	Focus on arguments 1. Comparing Arguments (Timed Writing, p. 443) 2. Comparing Biography and Autobiography (Timed Writing, p. 461) 3. Comparing Arguments (Timed Writing, p. 515) 4. Comparing Author's Styles (Timed Writing, p. 525)	Convey experiences, events and/or procedures 1. How-to-Essay pp. 462	Integrates knowledge from sources when composing Literary Essay for Writing (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)
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
<i>A Wrinkle in Time by Madeleine L'Engle</i>	Boy: Tales of Childhood by Roald Dahl
	<i>Zlata's Diary: A Child's Life in Wartime Sarajevo by Zlata Filipovic</i>
	<i>The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger</i>
	<i>Adams on Adams edited by Paul M. Zall</i>

ELA Unit Instructional Pacing Plan – Grade 6

PH Literature, Unit 2: “What is important to know?” pp. 374-545

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK ONE and TWO	READING BLOCK RI.6.3; RI.6.4; RI.6.5; RI.6.6	PH Literature Unit Preview: Elements of Nonfiction pg. 378, Forms of Nonfiction pg. 379, Determining author’s purpose and point of view pg. 380, analyzing the development of key ideas pg. 381 -“Water” pp. 397-402 Reading Skill: Author’s Purpose pg. 395 Literary Analysis: Autobiographical Essay pg. 395	Author’s purpose chart	<ul style="list-style-type: none"> Running records Reading Conference Notes Pre-Assessment Author’s purpose chart
	W.6.3	Writing Task (Narrative) Narrative: Letter pg. 417		<ul style="list-style-type: none"> Narrative Letter
	Language L.6.1	Integrated Language Skill (pg. 416) Conventions: Adjectives and Articles Word Study (pg. 396) Suffix: ance		
	WRITING BLOCK W.6.1a,b,c,d,e; W.6.2, W.6.3.bW.6.4,W. 6.5;W.6.10	Units of Study Writing Strong Literary Essay Bend I: Session I-3 <i>Essay Boot Camp, Growing Big Ideas from Details about Characters, Writing to Discover What a Character Really Wants</i> Bend I: Session 4-6 <i>Crafting Claims</i> <i>Conveying Evidence: Summarizing, Storytelling, and Quoting, Studying a Mentor Text to Construct Literary Essays</i>	-Essay Body Paragraphs Have Beginnings, Middles and Ends -Link Ideas in the Story -Using Thought Prompts for Elaborating -Planning the Boxes-and-Bullets Structure, Then finding Evidence -Using Transitional Phrases	<ul style="list-style-type: none"> Writer’s notebook entries
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence

K THREE	READING BLOCK <u>RI.6.6</u>	<u>PH Literature</u> -“ <i>Jackie Robinson: Justice at Last</i> pp. 421-424 <u>Reading Skill:</u> Author’s Purpose <u>Literary Analysis:</u> Expository Essay	Author’s purpose Chart pg. 419	<ul style="list-style-type: none"> • Author’s purpose chart
	W.6.1; W.6.4	<u>Writing Task:</u> Argument: Letter pg. 435		<ul style="list-style-type: none"> • Argument Letter
	Language L.6.1	<u>Integrated Language</u> pg. 434 <u>Conventions:</u> Comparisons with Adjectives <u>Word Study</u> (pg. 420) Prefix: sup or super		<ul style="list-style-type: none"> •
	WRITING BLOCK W.6.1.a,b,c;W.6.4,W.6.5, W.6.10 W.7.1.a	<u>Units of Study</u> <i>Writing Strong Literary Essay</i> <i>Bend I: Session 7</i> <i>Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence</i> <i>Writing Strong Literary Essay</i> <i>Bend II: Session 8-9</i> <i>Looking for Themes in the Trouble of a Text,</i> <i>Drafting Using All that You Know</i>	-Considering the Counterargument -Making Claims More Precise and Compelling	<ul style="list-style-type: none"> • Writer’s notebook entries • The Literary Essay Draft (on paper)
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FOUR Interim	Reading RI6.3; RI.6.8;	<u>PH Literature</u> <u>Reading for Information</u> “ <i>Preserving a Great American Symbol</i> ” and “ <i>Jake Wood Baseball</i> ” (pp. 438-443) <u>Reading Skill:</u> Evaluate Author’s Conclusions	Checklist for Evaluating an Author’s Conclusions pg. 438	<ul style="list-style-type: none"> • Reader’s Notebook entries • Interim Benchmark (Teacher created)
	W.6.1. a, b	<u>Reading for Information Writing Task (Timed Writing-Argument)</u> <u>p. 443</u> Argument: Editorial	5 Minute Planner, pg. 443	<ul style="list-style-type: none"> • Argument: Editorial (On Demand Timed Writing)
	RI.6.6 W.6.2	<u>Comparing Literary Works</u> (pp. 444-461) Skill: Comparing Biography and Autobiography <u>Comparing Literary Works Writing Task (Timed Writing – Explanatory Essay)</u>	Comparing Chart, pg. 444 5 Minute Planner, pg. 461	<ul style="list-style-type: none"> • Explanatory Essay (On Demand Timed Writing)

WEEK FIVE and SIX		pg. 461		
	WRITING BLOCK W.6.1.a,b,c,e;W.6.4,W.6.5;W.6.9.a	<u>Units of Study</u> <i>Elevating the Complexity of Literary Essay</i> <i>Bend II: Session 10-12</i> <i>First Impressions and Closing Remarks, Quoting Text, Editing Inquiry Centers</i>	-Using Academic Language -Quoting with Attention to Accuracy	<ul style="list-style-type: none"> The Literary Essay
	Pacing	Standards	Curricular Resources/Supplements	Strategies
				Student Assessment/Evidence
	READING BLOCK RI.6.2	<u>PH Literature</u> -“Turkeys” pp. 471-476 <u>Reading Skill:</u> Main Idea <u>Literary Analysis:</u> Author’s Influences	Main Idea Map, pg. 469 Author’s Influences Chart pg. 477	<ul style="list-style-type: none"> Main Idea Map Reader’s Notebook entries Author’s Influence Chart
	W.6.3; W.6.3.b; W.6.3.b; W.6.8	<u>Writing Task (Narrative Text)</u> Pg. 487 Journal Entry		<ul style="list-style-type: none"> Writing Task - Journal Entry (PH Lit, p. 487)
	Language L.6.1; L.6.6	<u>Integrated Language Skill</u> Conventions: Adverbs Pg. 486 <u>Word Study:</u> Prefix: suffix: ible Pg. 470		
	WRITING BLOCK W.6.2,W.6.4,W.6.5,W.6.9.a,W.6.10	<u>Units of Study</u> --Begin Jan.4, 2016 <i>Writing Compare-and-Contrast Essays</i> <i>Bend III: Session 13-14</i> <i>Building the Muscles to Compare and Contrast, Comparing and Contrasting Themes across Texts, Applying What You Have Learned in the Past to Today’s Revision Work</i>	-Grouping Comparisons under the Umbrella of an Idea -Using a Model to Help Craft Comparative Essays, -Problem Solving as Students Revise	<ul style="list-style-type: none"> The Literary Essay

	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Pacing				
WEEK SEVEN	READING BLOCK RI.6.2; RI.6.4	PH Literature “La Lena Buena” pp. <u>Reading Skill:</u> Main Idea <u>Literary Analysis:</u> Mood	Main Idea Checklist pg. 489	<ul style="list-style-type: none"> Main Idea Checklist
	W.6.2.a; W.6.2.b	<u>Writing Task:</u> (p. 509) Problem-and-solution essay		<ul style="list-style-type: none"> Writing Task: Problem-and-solution essay, p. 509
	Language L.6.1; L.6.3	<u>Integrated Language Skill:</u> Conventions: Conjunctions and Interjections Pg. 508 <u>Word Study:</u> Latin root: -volv- Pg. 490 and 495		
	WRITING BLOCK W.6.2,W.6.5,W.6.9.a	<u>Units of Study:</u> <i>Writing Compare-and-Contrast Essays</i> <i>Bend III: Session 15</i> <i>Applying What You Have Learned in the Past to Today’s Revision Work</i>		<ul style="list-style-type: none"> Polished Literary Essay
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK EIGHT	READING BLOCK RI.6.5	PH Literature <u>Reading for Information</u> “A Season of Fun for Everyone!” and “It’s amazing what you can learn from a twelve-year-old” pp. 512-514 <u>Reading Skill:</u> Recognize Propaganda	Propaganda Techniques, pg. 512	

	W.6.4	<u>Reading for Information Writing Task</u> <u>(Timed Writing- Argumentative Text)</u> p. 515	5 Minute Planner, pg. 515	Essay (Timed Writing, p. 515)
	RL.6.4	<u>Comparing Literary Works</u> pp. 516-524 Skill: Comparing Author's Style	Chart, pg. 516 Think Aloud, pg. 516	Timed Writing – Explanatory Essay) p. 525
	W.6.2.a	<u>Comparing Literary Works Writing Task</u> <u>(Timed Writing – Explanatory Essay)</u> p. 525	5 Minute Planner, pg. 525	
	WRITING BLOCK W.6.2,W.6.5, W.6.6,W.6.10	<u>Unit of Study</u> <i>Writing Compare-and-Contrast Essays</i> <i>Bend III: Session 16-17</i> <i>Identifying Run-Ons and Sentence Fragments,</i> <i>Celebrating Literary essays</i>		On-Demand Literary Essay
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK NINE	READING BLOCK RI.6.2; RI.6.4; RI.6.5; RI.6.8; RI.6.9	<u>PH Literature</u> <u>Performance Tasks</u> p. 542-543 Portfolio development	Digital tools for publishing writing	End of the Unit Benchmark Performance Tasks
	W.6.2, 2.a,b,c,d; W.6.4 (Homework)	<u>Writing Workshop (Explanatory Text)</u> <u>How-to-Essay</u> p. 462		
	WRITING BLOCK W.6.1; W.6.2	<u>Unit of Study</u> <i>Celebrations</i> <i>Portfolio development</i>		<u>Units of Study</u> <i>Celebrations</i> <i>Portfolio submission</i>
	Speaking/Listening SL.6.1; SL.6.4	***Performance Tasks presentations		***Performance Tasks presentations

Resources

For Teachers:

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

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>

NEWELA: <https://newsela.com>

Literary Essay Resource:

http://writingsbs.weebly.com/uploads/1/3/5/2/13520583/6_literary_essay_1-8-13.pdf

For students:

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_homepageorientation/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

Proquestk12: <http://proquestk12.com>

Worldbook Online: <http://worldbookonline.com>

Authors	Rosa Lazzizera, ELA Supervisor 6/7 & Media Specialist k-12
Contact	Rosa Lazzizera, ELA Supervisor 6/7/Media Specialists K-12: lazzizRo@orange.k12.nj.us Rhoshonda Williams, ELA Teacher Coach 6/7: williarh@orange.k12.nj.us
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: <ol style="list-style-type: none"> 1. <i>What worked?</i> 2. <i>What do you think could have been implemented more effectively in your lessons and instruction?</i> 3. <i>What do you need to learn more about?</i> 4. <i>What resources were helpful?</i> 5. <i>Is there anything that needs to be condensed or eliminated?</i>