

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

Sixth Grade

**PARCC-Aligned Curriculum Guide
Unit 4**



School Year 2015-2016

Big Question of the Unit: 3: “*How do we decide who we are?*”



<http://jayhidalgo.com/wp-content/uploads/2014/03/man-looking-in-mirror.jpg>

Grade	6
Unit	4
Unit's Big Question	<i>"How do we decide who we are?"</i>
Unit Focus	<p>Throughout this unit, students will read dramas/plays related to the Big Question. They will consider the Big Question as they read texts with the goal of gaining a deeper understanding of plays.</p> <p>Using these plays, students will learn the required skills that will enable them to analyze dramatic elements and story development in drama.</p> <p>Furthermore, students will focus on the following skills: summary, dialogue, compare and contrast, and analyzing stage directions.</p> <p>Additionally, students will construct writing in the form of a research paper. 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. Students may choose their performance task from Unit 4.</p>
Focus Standards	
Reading Literature	
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>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.</p>	
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>	

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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

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.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

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.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

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

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.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

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.6.5 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.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

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

Learning Outcomes

At the end of this unit, students will be able to:

- *Define the theme and central idea of a text.*
- *Identify supporting details of the main idea or theme of a text.*
- *Identify and analyze the elements and characteristics of drama*
- *Analyze functional and expository texts*
- *Analyze and respond to author's purpose across genres*
- *Compare author's purpose in an excerpt from a drama and a drama review*
- *Analyze the impact of word choice on meaning.*
- *Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text*
- *Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of theme, setting or plot*
- *Define and use textual evidence*
- *Define vocabulary as it is used in context*
- *Compare and contrast texts by thinking about how they approach similar themes and topics.*
- *Write informative/explanatory texts to examine a topic and convey ideas, concepts and information.*
- *Conduct short research projects to answer a question, drawing on several sources.*
- *Gather relevant information from multiple print and digital sources; assess the credibility of sources; quote or paraphrase to avoid plagiarism*
- *Write in a formal style.*
- *Develop and improve writing by trying new approaches.*
- *Engage effectively in a range of collaborative discussions*

Assessments

Screening:

- Unit Pretest
- On Demand Research-Based Informational 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 assessment
- Published Research-Based Informational Essay
- On-Demand Research-Based Informational Essay

Authentic:

- Performance Tasks (Choose from PH Lit pp. 816 – 817)
- Socratic Seminar

Sample Literacy Block Schedule

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 4: "How do we decide who we are?" pp. 689-819

Reading Complex Texts*†		Writing to Texts			Research Project
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Literature 1. <i>The Phantom Tollbooth, Act I</i> (pp. 707-732) 2. <i>The Phantom Tollbooth, Act II</i> (pp. 747-776)	Literature: Literary Analysis Workshop 1. Pages 692-703 (use these pages to develop mini-lessons) Comparing Literary Works 1. "from You're a Good Man, Charlie Brown" pp. 790-795. & "Happiness is a Charming Charlie Brown at Orlando Rep" pp. 796-798. Informational: Reading for Information 1. "NASA Finally Goes Metric" pp. 783-784 & "Metric Metric: It's so nice, we'll say it twice!" Pp. 785-786.	Develop & convey understanding 1. Text-Dependent Question Responses in Reader's Notebook (i.e., the PH Lit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question, PH Lit skills questions, responses to text) 2. Writers' Notebook Entries 3. Annotations	Focus on arguments *PH Lit writing tasks	Convey experiences, events and/or procedures *PH Lit writing tasks	Integrates knowledge from sources when composing Research Paper

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:

Drama	Informational/Nonfiction
You're a Good Man, Charlie Brown by Clark Gesner	You Want Women to Vote Lizzie Stanton? By Jean Fritz
James and the Giant Peach: A Play by Roald Dahl	Welcome to the Globe! The Story of Shakespeare's Theatre by Linda Martin
Seven Plays of Mystery and Suspense by Sylvia Z. Brodtkin and Elizabeth	Discoveries: Looking in the Mirror – Editor- Pearson
Poetry	Small Things Considered: Why There is No Perfect Design by Henry Petroski
The Collected Poems of Langston Hughes by Langston Hughes	

ELA Unit Instructional Pacing Plan – Grade 6

PH Literature, Unit 4: “Do we need words to communicate well?” pp. 689-819

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK ONE and TWO	READING PERIOD <u>RL.6.2, RL.6.5</u>	<u>PH Literature Unit Preview: “Elements of Drama” pg. 692, “Analyzing Dramatic Elements” pg. 694 (use these pages to develop your skills-based mini-lessons)</u> <i>The Phantom Tollbooth, pp. 707-732</i> Reading Skill: Summary pg. 705 Literary Analysis: Dialogue in Drama pg. 705	Events Chart, pg. 705	<ul style="list-style-type: none"> • Pre-Assessment • Events Chart • Reader’s notebook responses to text
	<u>W.6.4</u>	Writing Task <i>Informative Text:</i> Summary, pg. 735 TASK: Write a brief summary of <i>The Phantom Tollbooth, Act I</i> .		<ul style="list-style-type: none"> • Summary
	Language <u>L.6.1, L.6.2a.</u>	Integrated Language Skill (pg. 734) Conventions: Prepositions and Appositives Word Study (pp. 706 & 733) Latin Root: -eth-		
	WRITING PERIOD <u>W.6.1, W.6.1a, W.6.1.b, W.6.2a, W.6.2b, W.6.7, W.6.8, W.6.9, W.6.9b</u>	<u>Research Paper</u> Week One -Choose Topic -Narrow Topic Down -Obtain One Source -Develop Questions and Central Research Question Week Two -Develop Thesis Statement -Obtain and Validate Sources (Review Databases) Complete Source Cards (1-15) Complete Source Cards (16-30)	Reference Binder	<ul style="list-style-type: none"> • Topic • Narrowed Down Topic • One Source • Developed Questions and Central Research Question • Thesis Statement • Validate Sources • Source Cards

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK THREE and FOUR	READING PERIOD RL.6.5	PH Literature <i>The Phantom Tollbooth Act II, pp. 747-777</i> <u>Reading Skill:</u> Compare and Contrast pg. 745 <u>Literary Analysis:</u> Stage Directions pg. 745	Stage Directions Chart, pg. 745	<ul style="list-style-type: none"> • Stage Directions Chart • Reader's Notebook responses to text
	W.6.1, W.6.1a, L.6.1	<u>Writing Task:</u> <i>Argumentative Text</i> , pg. 779 <u>TASK:</u> <i>Imagine you are a drama critic and write a review of The Phantom Tollbooth.</i>		<ul style="list-style-type: none"> • Review
	Language L.6.1, L.6.3	<u>Integrated Language</u> pg. 778 Conventions: Gerunds and Gerund Phrases <u>Word Study (pg. 746, 777)</u> Prefix: trans-	Conventions Chart, pg. 778	<ul style="list-style-type: none"> • Conventions Chart
	WRITING PERIOD W.6.1, W.6.1b, W.6.1d, W.6.4, W.6.8, W.6.10	<u>Research Paper</u> <i>Week Three</i> -Complete Note Cards (31-45) -Complete Note Cards (46-60) -Group Note Cards -Draft the Outline -Revise the Outline <i>Week Four</i> Complete Outline Draft Introduction Draft Section I of the Body (with in-text citation) Draft Section II of the Body Paragraphs (with in-text citation)	- Reference Binder	<ul style="list-style-type: none"> • Grouped Note Cards (60) • Drafted and Revised Outline • Completed Outline • Introduction • Section I and II Body Paragraphs with in-text citation

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK FIVE and SIX	Reading RI.6.8, RI.6.9	<u>PH Literature</u> Reading for Information (Analyzing Expository Text and Argument) <i>“NASA Finally Goes Metric” pg. 783 and “Metric Metric: It’s so nice, we’ll say it twice!” pg. 785</i> Reading Skill: Evaluate Evidence		<ul style="list-style-type: none"> Reader’s Notebook response to text entries
	W.6.1	<u>Reading for Information Writing Task (Timed Writing- 30 minutes)</u> Argument: Evaluation, pg. 787	5 Minute Planner, pg. 787	<ul style="list-style-type: none"> Argument: Evaluation (On Demand Timed Writing)
	RL.6.9	<u>Comparing Literary Works</u> <i>“from You’re a Good man Charlie Brown,” pp. 790-795 & “Happiness is a Charming Charlie Brown at Orlando Rep,” pp. 796-798 (pp. 790-798)</i> Skill: Comparing Author’s Purpose Across Genres	Author’s Purpose Chart, pg. 788 5 Minute Planner, pg. 799	<ul style="list-style-type: none"> Author’s Purpose Chart
	RL.6.9 RI.6.6	<u>Comparing Literary Works Writing Task</u> (Timed Writing-Explanatory Text: Essay) p. 799		<ul style="list-style-type: none"> Explanatory Essay (On Demand Timed Writing: 40 minutes)
	WRITING PERIOD W.6.1, W.6b, W.6.1c, W.6.1.d, W.6.1e, W.6.4 W.6.5, W.6.6, W.6.8, W.6.10	<u>Research Paper</u> <i>Week Five</i> <i>-Draft Section III of the Body Paragraphs (with in-text citation)</i> <i>-Draft the Conclusion</i> <i>-Proof of Revision</i> <i>Week Six</i> <i>-Proof of Editing</i> <i>-Draft of Works Cited Page</i> <i>Revise Works Cited Page</i> <i>Submit Final Draft</i>	Reference Binder	<ul style="list-style-type: none"> Draft of Section III Conclusion Proof of Revision Final Draft of Research Paper with Works Cited Page

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
WEEK SEVEN, EIGHT, and NINE	READING PERIOD (Depends on which performance task is being completed)	PH Literature Performance Tasks pp. 816-817	Digital tools for publishing writing	End of the Unit Benchmark Performance Tasks
	WRITING PERIOD W.6.6, W.6.7	Research Paper Celebrations (Present Findings of Research Paper) Portfolio Development		Research Paper Celebrations Portfolio Submission
	Speaking/Listening SL.6.1; SL.6.4	***Performance Tasks presentations		***Performance Tasks presentations
Resources				
For Teachers: PH Lit Resources (Interactive Digital Path, Unit 4 & Unit 6 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://jfmuellet.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 NEWSELA: https://newsela.com Readworks: www.readworks.org			For students: PH Lit Resources <ul style="list-style-type: none">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 NotebookCommon 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	
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Evaluation/ Reflection	<p>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:</p> <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>
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