

English Language Arts- Grade 6

Standards for English Language Arts Literacy are based on the Common Core State Standards, adopted by the New Jersey Board of Education in 2010 and implemented in 2012. The curriculum was again revised in 2016 and adapted to the New Jersey Student Learning Standards and officially adopted by the Egg Harbor Township School Board for the 2017-2018 school year.

The curriculum is a living and breathing document that is updated each marking period to reflect technology, authentic resources and the needs of the student population.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing trade books and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies texts and topics provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of mini-lessons, targeted small group instruction, and guided reading/writing groups in order to meet the needs of all learners.

Each genre based builds on the next to move students towards agency and independence.

Unit 1 (Marking Period 1): Science Fiction & Fantasy (45 Days)

Unit 2 (Marking Period 2): Realistic Fiction & Literary Analysis (45 Days)

Unit 3 (marking Period 3): Historical Fiction & Social Justice (45 Days)

Unit 4 (marking Period 4): Book Clubs (45 Days)

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Title of Unit: Genre Study- Science Fiction and Modern Fantasy

Timeframe: Marking Period One (45 Days)

DESIRED RESULTS

CONTENT STANDARDS

PROGRESS INDICATORS FOR READING LITERATURE

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

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

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.

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

PROGRESS INDICATORS FOR WRITING

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

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

W.6.4. Produce clear and coherent writing in which the development, organization, voice 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.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 6 Reading standards* to literature (e.g., "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").

- b. 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").

PROGRESS INDICATORS FOR LANGUAGE

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

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself, ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- b. Spell correctly.

Knowledge of Language:

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

- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

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.

PROGRESS INDICATORS FOR SPEAKING AND LISTENING (to be taught all year where appropriate)

Comprehension and Collaboration:

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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas:

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.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

TECHNOLOGY STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP6. Demonstrate creativity and innovation

Understandings	Essential Questions
<p>In order to fully comprehend a text, I need to be able to make inferences drawn from the text and cite textual evidence to support my findings.</p>	<p>OVERARCHING: How can fiction bring imaginary elements to life?</p> <p>TOPICAL: How does identifying <u> (insert lit element) help me understand (insert text) ?</u></p> <p>How does <u> (insert reading skill) </u> help me write?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<ul style="list-style-type: none"> ● To show full comprehension of a text, I must support my answers with several pieces of evidence. ● Literary elements help me understand text. 	<p>Analyze details in reading to:</p> <ul style="list-style-type: none"> ● Draw and Support Inferences ● Making Predictions ● Point of View (Word Choice, Characters, Plot) ● Story Elements / Plot Structure: Characters (Direct / Indirect Traits), Plot, & Conflict (Internal / External Conflict) ● Identifying theme ● Main Idea & Supporting Details ● Objective Summary <ul style="list-style-type: none"> * main idea * 3 details -> key details * concluding statement <p>Use details from reading to write:</p> <ul style="list-style-type: none"> ● Character development ● Sequencing <ul style="list-style-type: none"> ○ Pacing ○ Parts of plot ● Format <ul style="list-style-type: none"> ○ Paragraphs ○ Transition words ● Establish point of view or narrator ● Narrative devices: <ul style="list-style-type: none"> ○ Dialogue ○ Suspense ○ Figurative language

ASSESSMENT

PERFORMANCE TASK (WRITING)

W.6.3: Narrative writing using fiction paired with non-fiction, poem, or drama.

COMMON WRITING PROMPT:

Narrative: Write an original piece that extends or from an alternate character's point of view (teacher's choice). In your story, be sure to include details from ____ (text) ____ as you develop your narrative.

Informative/Explanatory: Literary: Compare & contrast texts in different forms or genres (e.g. stories and poems, historical novels and fantasy novels) (Literary Analysis Essay)

EVIDENCE

- CCSS Rubrics
- Common Assessments (attached)
- Choice Boards: Conflict, Character, Author's Purpose
- Journals: Topics to be based on reading and literary elements
- Independent reading: skills-based organizers

RESOURCES

- "All Summer in a Day" - *Elements of Literature* - page 152 - point of view, plot & setting
- From "The Land I Lost" - *Elements of Literature* - page 478 - point of view, autobiography/memoir
- "The Bracelet" - *Elements of Literature* - page 164 - plot & setting, point of view
- "La Bamba" - *Elements of Literature* - page 16 - character, identifying climax
- "Eleven" - *Elements of Literature* - page 244 - character, making inferences
- "What are Plot and Setting?" - *Elements of Literature* - page 128
- Common Core Coach - Lesson 3 - Reading Fiction
- Common Core Coach - Lesson 4 - Fictional Narrative - page 68
- Coach Support book - Lesson 4 - Historical Fiction
- "The Dogs of Pompeii" - *Elements of Literature* - page 399 - Historical Fiction
- "Cleopatra's Revenge" - *Elements of Literature* - page 88 - Historical Fiction
- Holocaust related fiction
 - * novel set "Number the Stars"
 - * Scope article on "Anne Frank: The Girl Who Lived Forever" (April 2015)
- Making Inferences - PowerPoint from Presto Plans "Inference"

Presentation: An Introduction to Inferential Thinking Common Core" - located on English Collaborative 2015-2016

- Making Inferences - Differentiated Comprehension Passages - located on

English Collaborative 2015-2016

- Character Analysis of Rachel from "Eleven" - located on English Collaborative 2015-2016.

Title of Unit: Genre Study- Realistic Fiction and Literary Analysis	Timeframe: Marking Period Two (45 Days)
DESIRED RESULTS	
CONTENT STANDARDS	
PROGRESS INDICATORS FOR READING LITERATURE	
<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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>	
PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT	
<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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 and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
PROGRESS INDICATORS FOR WRITING	
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-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.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 6 Reading standards to literature (e.g., “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”).
- B. 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, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PROGRESS INDICATORS FOR LANGUAGE

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.*
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

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

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- B. Spell correctly.

Knowledge of Language:

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

- A. Vary sentence patterns for meaning, reader/listener interest, and style.*
- B. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

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.

PROGRESS INDICATORS FOR SPEAKING AND LISTENING (to be taught all year where appropriate)

Comprehension and Collaboration:

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.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas:

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.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

Understandings	Essential Questions
<p>In order to fully comprehend and analyze a text, I need to be able to examine the author’s craft, understand character development, and synthesis information, presented in multiple forms.</p>	<p>OVERARCHING:</p> <ul style="list-style-type: none"> ● How can fiction bring imaginary elements to life? ● How do informative texts use facts and details to explain or deliver information effectively? <p>TOPICAL: How does identifying _____ help me understand _____?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<p>To show full comprehension of a text, I must:</p> <ul style="list-style-type: none"> ● support my answers with several pieces of evidence ● utilize literary elements and devices to interpret and analyze 	<p>Featured Skill: Author’s Craft</p> <ul style="list-style-type: none"> ● Interpreting text ● Inference ● Figurative language ● Text evidence ● Mood ● Compare & Contrast ● Text features <p>Featured Skill: Character Development</p> <ul style="list-style-type: none"> ● Text structure ● Author’s craft ● Text evidence ● Interpreting text ● Key ideas and details

	<p>Featured Skill: Synthesis</p> <ul style="list-style-type: none"> ● Word choice ● Key ideas ● Inference ● Compare and contrast ● Tone ● Text structure <p>Writing:</p> <ul style="list-style-type: none"> ● Compare/Contrast ● State claim ● Introduction (general to specific) ● Counterargument <ul style="list-style-type: none"> ○ Construct a rebuttal ● Textual evidence in body paragraphs ● conclusion
PERFORMANCE TASK (WRITING)	EVIDENCE
<p>W.6.1-- Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Common Writing Prompt: You have read _____ texts that claim _____. Write an essay that compares and contrasts the evidence presented in the texts. Use textual evidence from the texts to support your response.</p> <p>W.6.9-- Draw evidence from literary and informational texts to support analysis, reflection, and research</p> <p>a. Literary: Compare & contrast texts in different forms or genres (e.g. stories and poems, historical novels and fantasy novels) (Literary Analysis Essay)</p> <p>b. Informational: 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”(Routine Writing/Open-Ended)</p>	<ul style="list-style-type: none"> ● CCSS Rubrics ● Common Assessments (PLC) ● Choice Boards ● Journals ● Independent Reading ● Classwork ● Graphic Organizers

RESOURCES

Author's Craft:

- Scope (Teacher's Guide)
- Elements of Literature:

"Cricket in the Road"- P. 272

- Common Core Coach:

Lesson 9- P. 150

Character Development:

Elements of Literature:

"Eleven"-P. 244

"King of Mazy May"- P. 254

"Medusa's Head"- P. 281 (compared w/ "Perseus and the Gorgon's Head"-P 293 & "Dragon, Dragon"-
P. 298

Synthesis:

- Scope (Teacher's Manual)

Literary Analysis:

- Common Core Coach: Lesson 10- P. 155

- Genre sets and guided reading materials

Title of Unit: Genre Study- Historical Fiction and Social Justice

Timeframe: Marking Period Three (45 Days)

DESIRED RESULTS

CONTENT STANDARDS

PROGRESS INDICATORS FOR READING LITERATURE

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

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

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.

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.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

PROGRESS INDICATORS FOR WRITING

***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.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information explanation presented.

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

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

g. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

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

- a. Apply *grade 6 Reading standards* to literature (e.g., "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").
- b. 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, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PROGRESS INDICATORS FOR LANGUAGE

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

- f. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- g. Use intensive pronouns (e.g., *myself*, *ourselves*).
- h. Recognize and correct inappropriate shifts in pronoun number and person.*
- i. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- j. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

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

- c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- d. Spell correctly.

Knowledge of Language:

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

- c. Vary sentence patterns for meaning, reader/listener interest, and style.*
- d. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

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.

- e. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

- g. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- h. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- d. Interpret figures of speech (e.g., personification) in context.
- e. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- f. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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.

PROGRESS INDICATORS FOR SPEAKING AND LISTENING (to be taught all year where appropriate)

Comprehension and Collaboration:

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.

- e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- f. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- g. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- h. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas:

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.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Understandings	Essential Questions
In order to fully comprehend and analyze a text, I need to be able to examine the author’s craft, understand character development, and synthesis information, presented in multiple forms.	<p>OVERARCHING:</p> <ul style="list-style-type: none"> ● How can fiction bring imaginary elements to life? ● How do informative texts use facts and details to explain or deliver information effectively? <p>TOPICAL: How does identifying _____ help me understand _____?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<p>To show full comprehension of a text, I must:</p> <ul style="list-style-type: none"> ● support my answers with several pieces of evidence ● utilize literary elements and devices to interpret and analyze 	<p>Featured Skill: Author’s Craft and Structure</p> <ul style="list-style-type: none"> ● Writer’s Use of Description ● Temporal Sequence ● Compare and Contrast ● Cause and Effect ● Problem and Solution ● Define and Analyze Text Structure and Text Features <p>Featured Skill: Synthesis</p> <ul style="list-style-type: none"> ● Word choice ● Key ideas ● Inference

	<ul style="list-style-type: none"> ● Compare and Contrast ● Tone ● Text structure <p>Writing:</p> <ul style="list-style-type: none"> ● Compare/Contrast ● Describe ● Problem Solve ● Thesis Statement ● Textual evidence in body paragraphs ● Organizational patterns: spatial (general to specific), climactic order (order of importance), etc. ● Conclusion
PERFORMANCE TASK (WRITING)	EVIDENCE
<p>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.</p> <p>Common Writing Prompt: Using evidence from the text, explain why _____ is _____.</p> <p>Narrative: Write an original piece <u>that extends or from an alternate character's point of view</u> (teacher's choice). In your story, be sure to include details from _____ (text) as you develop your narrative.</p> <p>Extension (if time): Using evidence from texts, compare and contrast/ state the problem and solution/ or evaluate the cause and effect and how they are shown (author's craft or text features) in the texts.</p> <p>Quarterly Assessment</p>	<ul style="list-style-type: none"> ● CCSS Rubrics ● Common Assessments (PLC) ● Choice Boards ● Journals ● Independent Reading ● Classwork ● Graphic Organizers
RESOURCES	
<p><u>Author's Craft:</u></p> <ul style="list-style-type: none"> ● Scope (Teacher's Guide) ● Elements of Literature: <p>"Cricket in the Road"- P. 272</p> <ul style="list-style-type: none"> ● Common Core Coach: Lesson 9- P. 150 <p>Text Book Read Works Newsela.org Genre sets and guided reading materials</p>	

Title of Unit: Book Clubs	Timeframe: Marking Period Four (45 Days)
DESIRED RESULTS	
CONTENT STANDARDS	
PROGRESS INDICATORS FOR READING LITERATURE	
<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</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>Integration of Knowledge and Ideas</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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. Range of Reading and Level of</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>	
PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT	
<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

PROGRESS INDICATORS FOR WRITING

Production and Distribution of Writing:

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

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.

- A. Apply grade 6 Reading standards to literature (e.g., “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”).
 - B. 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.

PROGRESS INDICATORS FOR LANGUAGE

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

- k. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- l. Use intensive pronouns (e.g., *myself*, *ourselves*).
- m. Recognize and correct inappropriate shifts in pronoun number and person.*
- n. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- o. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

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

- e. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- f. Spell correctly.

Knowledge of Language:

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

- e. Vary sentence patterns for meaning, reader/listener interest, and style.*

- f. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

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.

- i. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- j. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- k. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- l. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- g. Interpret figures of speech (e.g., personification) in context.
- h. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- i. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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.

PROGRESS INDICATORS FOR SPEAKING AND LISTENING (to be taught all year where appropriate)

Comprehension and Collaboration:

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.

- i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- j. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- k. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- l. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas:

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.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Understandings

In order to fully comprehend and analyze a text, I need to be able to examine the author's craft, understand character development, and synthesis information, presented in multiple forms.

Essential Questions

OVERARCHING:

- How can fiction bring imaginary elements to life?
- How do informative texts use facts and details to explain or deliver information effectively?

TOPICAL: How does identifying _____ help me understand _____?

<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know...</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to...</p>
<p>To show full comprehension of a text, I must:</p> <ul style="list-style-type: none"> ● support my answers with several pieces of evidence ● utilize literary elements and devices to interpret and analyze 	<p>Featured Skill: Author’s Craft and Structure</p> <ul style="list-style-type: none"> ● Writer’s Use of Description ● Temporal Sequence ● Compare and Contrast ● Cause and Effect ● Problem and Solution ● Define and Analyze Text Structure and Text Features <p>Featured Skill: Synthesis</p> <ul style="list-style-type: none"> ● Word choice ● Key ideas ● Inference ● Compare and Contrast ● Tone ● Text structure <p>Writing:</p> <ul style="list-style-type: none"> ● Research multiple sources ● Pull relevant data and resources ● Develop thesis ● Use various platforms to present findings
<p style="text-align: center;">PERFORMANCE TASK (WRITING)</p>	<p style="text-align: center;">EVIDENCE</p>
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>Research project</p>	<ul style="list-style-type: none"> ● CCSS Rubrics ● Common Assessments (PLC) ● Choice Boards ● Journals ● Independent Reading ● Classwork ● Graphic Organizers
<p style="text-align: center;">RESOURCES</p>	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Genre sets and guided reading materials ● ReadWorks.org ● www.essaytagger.com/rubric?code=CG-3LZU ● Resources for World Language/LAL project in Google docs ● Mid-marking period Common Assessment MP4 in Google docs 	

Assessments, Accommodations, and Modifications

Special Education	<ul style="list-style-type: none"> ● Learning Ally ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments
English Language Learners	<ul style="list-style-type: none"> ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments ● Use of listening centers ● Use of word walls ● Alternate assessments that demonstrate non- verbal understanding ● Use of visuals and manipulatives
504 Plans	<ul style="list-style-type: none"> ● Extended time ● Listening centers ● Phonics First ● Graphic organizers ● Written, visual or audible supports and/or alternatives
Students at Risk (I&RS - Rtl)	<p>Tier 1</p> <ul style="list-style-type: none"> ● Guided reading ● Word work ● Differentiated literacy centers ● Small group instruction formed through formative assessment and progress monitoring data <p>Tier 2</p> <ul style="list-style-type: none"> ● Additional Guided Reading time based on targeted intervention ● MobyMax individualized learning path ● Skills small group instruction formed through formative assessment and progress monitoring data <p>Tier 3</p> <ul style="list-style-type: none"> ● Leveled Literacy Intervention (LLI) ● Phonics First ● MobyMax individualized learning path ● Title 1/Remedial pull-out focused on targeted intervention and strategy ● Maximum guided reading instruction

<p>Gifted and Talented</p>	<ul style="list-style-type: none"> ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Word Work ● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans
<p>Alternative Assessments</p>	<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Running records ○ Conferring ○ Anecdotal notes ○ Reader's Response Journals ○ Visual/Manipulative demonstrations ○ Oral response ● Summative <ul style="list-style-type: none"> ○ Project-based ○ Student choice ○ Demonstrations ○ Visual choice to show comprehension ○ Written responses ○ Oral responses ● Performance Tasks (Use of Technology) <ul style="list-style-type: none"> ○ MobyMax individualized assigned assessments ○ LinkIt! Standards based assessments ○ Kahoot ○ Socrative ○ Plickers