

ENGLISH LANGUAGE ARTS

Grade Six

BOARD APPROVAL DATE: August 2021

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pace
MP 1- Unit 1	<p>RL: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7</p> <p>RI: 6.1, 6.2, 6.4</p> <p>L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p>	<p>During this Reading Workshop unit, students will be introduced to the structure using The First Twenty Days. Social-Emotional Learning activities, as well as Career Readiness, Life Literacies and Key Skills will be incorporated throughout. The genre focus for the unit will be fantasy/science fiction, with nonfiction integrated throughout.</p>	<p>Set Up Interactive Notebook (Mini Lesson Section and Writing About Reading), Story Vocabulary (plot, setting, protagonist, antagonist, complication), Citing Text Evidence, Plot Elements, Conflict (External/Internal, Types of Conflict) Character Traits, Characterization, Theme, Summarizing, Comparing Multi-Media</p> <p>Beginning of Year Activities/SEL: Bio Poems Virtual Locker Scavenger Hunts (Around the Room/Agenda Book) All About You Activities Pits and Peaks</p> <p>Interactive Read Aloud Examples: “The Turtle Ship”, “My Name is Gabito”, “All Summer in a Day”. “Wings”, “The Banana Leaf Ball”, “An Angel for Solomon Singer”, “Enemy Pie”</p> <p>Introduce Nonfiction Skills - (keeping in mind Science/SS teacher) - Main Idea/Details, Text Features -Could be done on library/testing days</p> <p>Summative Assessment: Start Strong (School-Wide BOY Assessment)/MobyMax Language Literary Elements Quizzes Genre Project/Book Talk</p>	Six Weeks (Dates TBD)

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<p>MP 1- Unit 2</p>	<p>W: 6.3, 6.4, 6.5, 6.6 L: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p>	<p>During this Writing Workshop unit, students will be writing a narrative based on extending a previously read text.</p>	<p>Narrative Writing, using essential literary elements (narrative transitions, dialogue, ACE response writing within nonfiction readings, use command of conventions)</p> <p>Examples: Spooky Stories (select setting, character, complication to create whole narrative) Finish the Story: “All Summer in a Day” or any example from Finish the Story: Writing Prompts (in Google Drive)</p>	<p>Three Weeks (Dates TBD)</p>
<p>MP 2 - Unit 3</p>	<p>RL: 6.5, 6.9 RI: 6.5, 6.6</p>	<p>During this Reading Workshop unit, the genre focus will be realistic and/or historical fiction, with nonfiction integrated throughout. Social-Emotional Learning activities, as well as Career Readiness, Life Literacies and Key Skills will be incorporated throughout.</p>	<p>Types of Characters, Point of View, Theme, Figurative Language, Author’s Purpose, Mood and Tone, Fiction Book Clubs (Mini Lessons for Book Club, ex. taking turns while talking, strong listener and speaker, appropriate times to take turns)</p> <p>Interactive Read Aloud Examples: “When the Beat was Born”, “On Our Way to Oyster Bay”, Fractured Fairytales Book Club Options: Short stories from <u>Flying Lessons and Other Stories</u>, or Book Bins from Reading Room (graphic novels)</p> <p>Summative Assessment: Link-It Form B/MobyMax Language Literary Elements Quizzes Jigsaw Project - Book Clubs Genre Project/Book Talk</p>	<p>Five Weeks (Dates TBD)</p>
<p>MP 2- Unit 4</p>	<p>W: 6.2, 6.9</p>	<p>During this Writing Workshop unit, students will be writing a literary analysis based on two or more texts.</p>	<p>Literary Analysis (comparing theme within two literary pieces - 4 paragraphs), Minilessons for Claim/Thesis, Introduction, Body Paragraphs (ACE), Conclusion), using command of conventions</p>	<p>Four Weeks (Dates TBD)</p>
<p>MP 3- Unit 5</p>	<p>RL: 6.8, 6.9 RI: 6.3, 6.7</p>	<p>During this Reading Workshop unit, the genre focus will be primarily nonfiction. Areas of study may include biography, autobiography, and/or memoir. The unit can</p>	<p>Nonfiction Author’s Purpose/Perspective, Text Features, Text Structures, Main Idea and Supporting Detail, Summarizing Nonfiction, Elements of Biography (Mini</p>	<p>Five Weeks (Dates TBD)</p>

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		<p>be extended to drama and/or poetry as they relate to the topics discussed.</p> <p>Social-Emotional Learning activities, as well as Career Readiness, Life Literacies and Key Skills will be incorporated throughout.</p>	<p>Lessons: noticings/characteristics, subject matter/influences, personality traits/motivations of author)</p> <p>Interactive Read Aloud Examples: “When the Beat was Born”, “Life in the Ocean”, “Ballots for Belva”, “Talking about Bessie”, “Tiny Stitches”</p> <p>Summative Assessment: Link-It Form C/MobyMax Language Nonfiction Elements Quiz Genre Project/Book Talk</p>	
MP 3- Unit 6	W: 6.1, 6.7, 6.8	<p>During this Writing Workshop unit, students will be writing a research simulation task. This unit can be introduced by reading an argumentative essay and tracing the argument.</p>	<p>Research Simulation (stating a claim to support the argument in two nonfiction pieces). Mini Lessons: comparing genres, differences in digital v. print, theme/claim, argument, relevant evidence, thesis, introduction, body paragraphs (ACE review), conclusion</p>	Four Weeks (Dates TBD)
MP 4- Unit 7	RL: 6.10 RI: 6.10 W: 6.10	<p>During combined Reading and Writing Workshop unit, students will work collaboratively in Book Clubs to demonstrate understanding of skills learned throughout the year. Students may work collaboratively or independently on summative projects. Social-Emotional Learning activities, as well as Career Readiness, Life Literacies and Key Skills will be incorporated throughout.</p>	<p>Nonfiction Book Clubs (Informational texts) Mini Lessons: KWL, Review of Nonfiction Elements- text features, structures, author’s purpose, summarizing, main idea/details</p> <p>Summative Assessment: Jigsaw Project</p> <p>Research Project (Career Research Project) Mini Lessons: Credible/Non-Credible Sources, paraphrasing, bibliography</p>	Nine Weeks (Dates TBD)

Marking Period 1 - Unit 1		
Reading Workshop: Fantasy/Science Fiction		
Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills

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- **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.
- **RL.6.6.** Explain how an author develops the point of view of the narrator or speaker in a text.
- **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.
- **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.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **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.

By end of Grade 8: Career Awareness and Planning

- An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.
- Early planning can provide more options to pay for post-secondary training and employment.
- Employee benefits can influence your employment choices.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- There are resources to help an individual create a business plan to start or expand a business.

By end of Grade 8: Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

By end of Grade 8: Critical Thinking and Problem-Solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change.

By end of Grade 8: Global and Cultural Innovation

Cite text evidence (RL.6.1, RI.6.1)

- Use ACE or RACE Strategy to:
 - Choose effective and relevant evidence
 - Explain the relevance of evidence through writing and discussion

Determine theme (RL.6.2)

- Identify a theme topic
- Create a theme statement based on topic
- Cite evidence to support theme (see above)

Determine the central idea and provide objective summary (RL.6.2, RI.6.2)

- Identify the main idea
- Cite evidence to support main idea (supporting details)
- Write an objective summary based on understanding of main idea/supporting details

Describe how plot unfolds and how characters are developed (RL.6.3)

- Explain parts of plot within a text using appropriate vocabulary (exposition, inciting incident, rising action, climax, falling action, resolution)
- Break down how different elements of plot contribute to meaning (i.e. How does setting contribute to mood?)
- Distinguish between types of characters based on analysis (protagonist, antagonist, static, dynamic, flat, round, minor, and sympathetic)
- Use skills above to analyze how characters react as plot unfolds

Explain how the author develops POV (RL.6.6)

- Identify narrative POV within a text (1st Person; 3rd Person Limited, Omniscient, and Objective)

Curricular Framework ELA-6th Grade

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.
- **L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.
- **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,

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

By end of Grade 8: Information and Media Literacy

- Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- The mode of information can convey a message to consumers or an audience.
- Sources of information are evaluated for accuracy and relevance when considering the use of information.
- There are ethical and unethical uses of information and media.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

- Analyze how the author develops the narrator's voice
- Use skills above to examine how plot shapes the narrator as a character

Compare and contrast reading a text with listening/viewing (RL.6.7)

- Compare and contrast experiences as a reader (i.e. how students visualize) v. as a viewer/listener (i.e. what students see/hear)

Use strategies to determine meaning of unknown words (RL.6.4, RI.6.4, L.6.4)

- Use a variety of strategies to analyze context clues (definition, synonym, antonym, inference, example)
- Use Greek or Latin roots
- Consult appropriate reference material

Demonstrate understanding of figurative language (RL.6.4, RI.6.4, L.6.5)

- Identify and analyze meaning of figurative language (simile, metaphor, hyperbole, onomatopoeia, personification, alliteration, idiom, and allusion)
- Distinguish between words with similar denotations, but different connotations

Demonstrate command of the conventions of the English language (L.6.1-3)

- Apply rules for pronouns, capitalization, punctuation, and spelling appropriately

Use grade-appropriate vocabulary (L.6.6)

- When discussing or responding to a text, students use appropriate academic or domain-specific vocabulary

Curricular Framework ELA-6th Grade

<p>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).</p> <ul style="list-style-type: none"> ● 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. 		
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<p>Marking Period 1 - Unit 1 Reading Workshop: Fantasy/Science Fiction</p>		
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<p>Stage 1 – Desired Results</p>		
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UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p>This six-week unit will focus on teaching essential management skills for Reading Workshop (The First 20 Days). Within the unit, the focus will be on fantasy, science fiction, and nonfiction. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</p> <p>“Accessing different genres requires the reader to become flexible, adjusting to a wide range of texts and interests. Reading this wide variety of texts and recognizing the difference helps students learn more about themselves as readers. Students will be assessed formatively and summatively from instruction through mastery. (Genre Study, p. 132).”</p>	<p>Genre Based Novel Sets Guided Reading Text Sets</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> ● “All Summer in a Day” (Science Fiction - Short Story w/ video component) ● <i>Wishtree</i> (Fantasy Novel - Read Aloud) ● Nonfiction articles related to science/social studies.

<p>UNDERSTANDINGS</p>	
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Students will understand key elements of literature as it relates to the Fantasy and/or Science Fiction genre. Key elements include genre, theme, point of view , character development, figurative language and context clues. Nonfiction will be integrated during this reading unit with a focus on citing text evidence and main idea.

Students will know...	Students will be able to...
<p>Students will understand literary elements (including genre, point of view, theme, character development, context clues, figurative language, and plot development) within a text, as well as apply these skills in their own writing.</p>	<ul style="list-style-type: none"> ● Select relevant text evidence and explain how evidence supports inference/analysis. (RL.6.1, RI.6.1) ● Identify the theme and provide supporting evidence. (RL.6.2) ● Identify the central idea and provide supporting details. (RL.6.2, RI.6.2) ● Describe how plot unfolds, including: exposition, inciting incident (conflict), rising action, climax, falling action, and resolution. (RL.6.3)

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- Analyze characterization, types of characters, and how characters respond/change throughout a text. (RL.6.3)
- Determine point of view in a text and analyze how point of view affects the text. (RL.6.6)
- Identify key details and analyze how they support the main idea. (RI.6.3)
- When faced with challenging words, use strategies to better understand meaning, such as context clues. (RL.6.4, RI.6.4, L.6.4)
- Demonstrate understanding of author's use of figurative language to convey meaning, tone, and mood. (RL.6.4, RI.6.4, L.6.5)
- When analyzing author's meaning, focus on word choice, including denotations and connotations. (RL.6.4, RI.6.4, L.6.5)
- Demonstrate command of the conventions of the English language. (L.6.1-3)
- Use grade-appropriate academic and domain-specific vocabulary. (L.6.6)

Stage 2 – Assessment Evidence

Performance Tasks:

- Book Talks
- Creative Book Project
- Writing About Reading
- Thinkmarks

Other Evidence:

- Formative
 - Running records
 - Conferring
 - Anecdotal notes
 - Reader's Response Journals
 - Visual/Manipulative demonstrations
 - Oral response
- Summative
 - Project-based
 - Student choice
 - Demonstrations
 - Visual choice to show comprehension
 - Written responses
 - Oral responses
- Performance Tasks (Use of Technology)
 - [MobyMax](#) individualized assigned assessments
 - [LinkIt!](#) Standards based assessments

Stage 3 – Learning Plan

- By the end of Unit 1 students will be able to work successfully in a Reading Workshop structure. Within their discussion and response to reading students will be able to demonstrate their mastery of key literary elements that will support them as they move forward to Unit 2 : Narrative Writing.

Curricular Framework ELA-6th Grade

- In order to engage students in this unit, teachers can use the following resources: YouTube, various formats of articles, and other technology. to demonstrate the importance of being able to read and understand high-interest fantasy, nonfiction, and poetry.
- As students are reading fantasy (including sci fi and dystopian) connections can be made to science based text and studies.
- Skills are sequenced for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Gifted & Talented:

- 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

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:

- 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

SPED:

- Learning Ally
- Additional guided reading time based on targeted intervention

Curricular Framework ELA-6th Grade

- 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

Marking Period 1 - Unit 2
Writing Workshop: Narrative

Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● 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. ● 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. ● 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 	<p><u>By end of Grade 8: Career Awareness and Planning</u></p> <ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. ● There are resources to help an individual create a business plan to start or expand a business. <p><u>By end of Grade 8: Creativity and Innovation</u></p> <ul style="list-style-type: none"> ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <p><u>By end of Grade 8: Critical Thinking and Problem-Solving</u></p> <ul style="list-style-type: none"> ● Multiple solutions exist to solve a problem. ● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. ● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work. ● There are tradeoffs between allowing information to be public and keeping information private and secure. ● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. ● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest. 	<p>Write a narrative using literary elements. (W.6.3)</p> <ul style="list-style-type: none"> ● Create a hook; establish settings, characters, and an event sequence ● Use dialogue and descriptive language to enhance narrative ● Effectively transition from one idea to another in narrative <p>Plan, revise and edit based on self, peer, and teacher feedback. (W.6.5)</p> <p>When faced with challenging words, use strategies to better understand meaning, such as context clues. (L.6.4)</p> <p>Demonstrate command of the conventions of the English language (L.6.1-3)</p> <ul style="list-style-type: none"> ● Apply rules for pronouns, capitalization, punctuation, and spelling appropriately <p>Demonstrate understanding of figurative language (L.6.5)</p> <ul style="list-style-type: none"> ● Students will apply their knowledge of figurative language to create meaning in their writing <p>Use grade-appropriate vocabulary (L.6.6)</p> <ul style="list-style-type: none"> ● When discussing or responding to a text, students use appropriate academic or domain-specific vocabulary

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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.
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- **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,

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- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

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- Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
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- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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<p>part/whole, item/category) to better understand each of the words.</p> <ul style="list-style-type: none"> ● 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. 		
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**Marking Period 1- Unit 2
Writing Workshop: Narrative**

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p><i>This three-week unit will focus on teaching essential management skills for Writing Workshop. Within the unit, the focus will be on the writing process and narrative writing. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</i></p>	<p>Suggested Resources: “All Summer in a Day” “Magic Elizabeth”</p>

UNDERSTANDINGS

Students will understand key elements of writing as it relates to the narrative genre. Key elements include using literary elements, a hook, dialogue, descriptive language, using transitions, revising/editing, proper use of conventions, and figurative language. Students will demonstrate their understanding of these elements by extending a previously read narrative.

Students will know...	Students will be able to...
<p><i>Students will understand how to write a narrative using key literary elements and apply the writing process.</i></p>	<ul style="list-style-type: none"> ● Write an organized narrative using their knowledge of plot structure, narrative techniques, and descriptive language. (W.6.3) ● Revise and edit their writing based on peer and self-review. (W.6.5) ● Produce and publish their writing using technology. (W.6.6) ● Demonstrate command of conventions, with particular focus on pronouns, capitalization, punctuation, and spelling. (L.6.1-2) ● Write using a variety of sentence structures while maintaining consistency in style and tone. (L.6.3) ● Use strategies (i.e. Greek or Latin Roots, Dictionary, Thesaurus) to determine whether they are using precise vocabulary to convey meaning. (L.6.4, L.6.6) ● Use figurative language and words based on connotations/denotations to enhance their writing. (L.6.5)

Stage 2 – Assessment Evidence

Performance Tasks:

- Narrative Writing (based on extending a previously read text)

Other Evidence:

- Formative
 - Running records
 - Conferring
 - Anecdotal notes
 - Reader’s Response Journals
 - Oral response
 - Summative
 - Written response
- Performance Tasks (Use of Technology)
 - [MobyMax](#) individualized assigned assessments
 - [LinkIt!](#) Standards based assessments

Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are the questions asked by students. Help the student see the answers to these questions upfront.)*

Accessing different genres requires the reader to become flexible, adjusting to a wide range of texts and interests. Reading this wide variety of texts and recognizing the difference helps students learn more about themselves as readers. Students will be assessed summatively and formatively from instruction through mastery. (Genre Study, p. 132).

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

Use of social media, YouTube, various formats of articles, and other technology to demonstrate the importance of being able to write narratives.

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

Students will be able to write a narrative to become informed and responsible citizens.

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

Skills are sequenced for maximal engagement and effectiveness, given the desired results.

Curricular Framework ELA-6th Grade

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Gifted & Talented:

- 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

Tier I:

- Conferring
- Word work
- Differentiated skills instruction
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional conferring based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum conferring

ELL:

- Additional conferring 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

SPED:

- 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

Marking Period 2- Unit 3 Reading Workshop: Realistic/ Historical		
Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.9. 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. ● 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.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <p><i>*Only newly introduced standards are listed - previously included standards spiral throughout the year.</i></p>	<p><u>By end of Grade 8: Career Awareness and Planning</u></p> <ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. ● There are resources to help an individual create a business plan to start or expand a business. <p><u>By end of Grade 8: Creativity and Innovation</u></p> <ul style="list-style-type: none"> ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <p><u>By end of Grade 8: Critical Thinking and Problem-Solving</u></p> <ul style="list-style-type: none"> ● Multiple solutions exist to solve a problem. ● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. ● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work. ● There are tradeoffs between allowing information to be public and keeping information private and secure. ● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. 	<p>Analyze the structure of the text and determine how it contributes to the development of ideas. (RL.6.5 & RI.6.5)</p> <ul style="list-style-type: none"> ● Identify text structure (Nonfiction - description, compare and contrast, order/sequence, cause and effect, problem and solution; Fiction - linear and nonlinear) ● Determine why author selected text structure based on content and purpose <p>Compare and contrast two or more different literary texts with similar themes/topics. (RL.6.9)</p> <ul style="list-style-type: none"> ● Identify key literary elements in each text ● Compare and contrast how the author develops the theme/topic ● Reflect on author’s choices about how to present the theme/topic <p>Determine how author’s purpose is developed in the text. (RI.6.6)</p> <ul style="list-style-type: none"> ● Identify author’s purpose for writing (persuade, inform, entertain) ● Evaluate how the author’s purpose shapes the text

Curricular Framework ELA-6th Grade

	<ul style="list-style-type: none"> • Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest. • Digital technology and data can be leveraged by communities to address effects of climate change. <p><u>By end of Grade 8: Global and Cultural Innovation</u></p> <ul style="list-style-type: none"> • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction <p><u>By end of Grade 8: Information and Media Literacy</u></p> <ul style="list-style-type: none"> • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	
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Marking Period 2 Unit 3 Reading Workshop: Realistic Fiction/Historical Fiction

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p><i>This five-week unit will focus on teaching realistic/historical fiction, nonfiction, and poetry. Lessons of career readiness, life literacies and key skills will be</i></p>	<p>Genre Based Novel Sets Guided Reading Text Sets</p>

Curricular Framework ELA-6th Grade

<p><i>incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</i></p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● “I Survived” (Historical Fiction - Lower Level) ● Nonfiction articles related to current events/historical events ● Poetry related to current/historical events
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UNDERSTANDINGS

Students will understand how to analyze the structure of both fiction and nonfiction texts. Within fiction, students will apply knowledge of literary elements to compare two or more literary texts. Within nonfiction, students will analyze author’s point of view and how it is developed in the text. Poetry will continue to be integrated in this unit.

Students will know...	Students will be able to...
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Students will understand that texts are structured in different ways, which may reflect the author’s purpose. Students will also understand how to compare and contrast two texts focused on similar topics/themes.

- Recognize the text structure and analyze how the content is being communicated. (RL.6.5 & RI.6.5)
- Evaluate a nonfiction text to determine the author’s purpose for writing and understand how purpose shapes writing. (RI.6.6)
- Compare and contrast authors’ presentations of the same content to analyze author’s craft/purpose. (RI.6.9)

Stage 2 – Assessment Evidence

- Performance Tasks:
- Book Talks
 - Creative Book Project
 - Writing About Reading
 - Thinkmarks

- Other Evidence:
- Formative
 - Running records
 - Conferring
 - Anecdotal notes
 - Reader’s Response Journals
 - Visual/Manipulative demonstrations
 - Oral response
 - Summative
 - Project-based
 - Student choice
 - Demonstrations
 - Visual choice to show comprehension
 - Written responses
 - Oral responses

Curricular Framework ELA-6th Grade

- Performance Tasks (Use of Technology)
 - [MobyMax](#) individualized assigned assessments
 - [LinkIt!](#) Standards based assessments

Stage 3 – Learning Plan

- “Nonfiction texts require the reader to become flexible, adjusting to a wide range of texts. The variety of informational texts we encounter every day is astounding. Some are simple, others are complex, but all have their particular organizational structure and even vocabulary. Reading this wide variety of texts and recognizing the difference helps students learn more about themselves as readers.” (Genre Study, p. 132).
- Use social media, YouTube, various formats of articles to demonstrate the importance of being able to read and understand nonfiction text.
- Students will be able to read and analyze nonfiction to become informed and responsible citizens.
- Skills are sequenced for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Gifted & Talented:

- 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

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- 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

Curricular Framework ELA-6th Grade

ELL:

- 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

SPED:

- 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

Marking Period 2 - Unit 4
Writing Workshop: Literary Analysis

Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● 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 and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the 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/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented. ● 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”). <p><i>*Only newly introduced standards are listed - previously included standards spiral throughout the year.</i></p>	<p><u>By end of Grade 8: Career Awareness and Planning</u></p> <ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. ● There are resources to help an individual create a business plan to start or expand a business. <p><u>By end of Grade 8: Creativity and Innovation</u></p> <ul style="list-style-type: none"> ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <p><u>By end of Grade 8: Critical Thinking and Problem-Solving</u></p> <ul style="list-style-type: none"> ● Multiple solutions exist to solve a problem. ● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. ● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work. ● There are tradeoffs between allowing information to be public and keeping information private and secure. ● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. ● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest. 	<ul style="list-style-type: none"> ● Write a literary analysis that cites appropriate text evidence. (W.6.2, W.6.9) ● Transition effectively from one idea to the next (W.6.2C) ● Use domain-specific vocabulary in writing (W.6.2D) ● Write a conclusion that summarizes and/or elaborates on ideas presented (W.6.2F)

Curricular Framework ELA-6th Grade

	<ul style="list-style-type: none"> • Digital technology and data can be leveraged by communities to address effects of climate change. <p><u>By end of Grade 8: Global and Cultural Innovation</u></p> <ul style="list-style-type: none"> • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction <p><u>By end of Grade 8: Information and Media Literacy</u></p> <ul style="list-style-type: none"> • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	
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**Marking Period 2- Unit 4
Writing Workshop: Literary Analysis**

Stage 1 – Desired Results

UNIT SUMMARY

This four-week unit will focus on teaching skills necessary for writing a literary analysis. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES

Suggested Resources:
[PARCC Released Sample](#)
[“The Three Spinners”](#) & [“The Mouse, the Bird, & the Sausage”](#)

Curricular Framework ELA-6th Grade

UNDERSTANDINGS	
Students will understand key elements of writing as it relates to a literary analysis. Key elements include comparing and contrasting literary elements within two or more texts, paying close attention to how theme and/or point of view are developed in each text.	
Students will know...	Students will be able to...
<i>Students will understand how to write a literary analysis comparing two or more texts and apply the writing process.</i>	<ul style="list-style-type: none"> ● Write an organized literary analysis. (W.6.2) ● Use domain-specific vocabulary. (W.6.2D) ● Write a conclusion that summarize and/or elaborates on ideas. (W.6.2F) <p><i>*Only newly introduced standards are listed - previously included standards spiral throughout the year.</i></p>
Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> ● Literary Analysis (based on two or more literary texts) 	Other Evidence: <ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Running records ○ Conferring ○ Anecdotal notes ○ Reader’s Response Journals ○ Oral response ● Summative <ul style="list-style-type: none"> ○ Written response ● Performance Tasks (Use of Technology) <ul style="list-style-type: none"> ○ MobyMax individualized assigned assessments ○ LinkIt! Standards based assessments
Stage 3 – Learning Plan	
<p><i>• Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p><i>• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.</i></p> <p><i>• Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i></p>	

•Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

- 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

Tier I:

- Conferring
- Word work
- Differentiated skills instruction
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional conferring time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy
- Maximum conferring

ELL:

- Additional conferring 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

Curricular Framework ELA-6th Grade

- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

SPED:

- 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

Marking Period 3- Unit 5

Readers Workshop- Biography/ Autobiography/ Memoir

Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● 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><u>By end of Grade 8: Career Awareness and Planning</u></p> <ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. 	<ul style="list-style-type: none"> ● Analyze key ideas and details (RI.6.3) ● Synthesize information from different media or formats to increase understanding of topic (RI.6.7)

Curricular Framework ELA-6th Grade

- **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.6.8.** 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, 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).

**Only newly introduced standards are listed - previously included standards spiral throughout the year.*

- Early planning can provide more options to pay for post-secondary training and employment.
- Employee benefits can influence your employment choices.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- There are resources to help an individual create a business plan to start or expand a business.

By end of Grade 8: Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

By end of Grade 8: Critical Thinking and Problem-Solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by Individuals to share information, organize, and engage around
- issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change.

By end of Grade 8: Global and Cultural Innovation

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

By end of Grade 8: Information and Media Literacy

- Trace an argument and determine what claims are supported by evidence in order to evaluate the strength of the argument (RI.6.8)
- Compare and contrast different presentations of the same events (RI.6.9)

Curricular Framework ELA-6th Grade

	<ul style="list-style-type: none"> • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	
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**Marking Period 3- Unit 5
Readers Workshop- Biography/ Autobiography/ Memoir**

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p><i>This five-week unit will focus on biography, autobiography, and/or memoir. The unit can be extended to include drama that relates to topics discussed. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</i></p>	<p>Genre Based Novel Sets Guided Reading Text Sets</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Who Was...?</i> Series • Nonfiction articles related to famous current/historical figures • Poetry related to life experiences

UNDERSTANDINGS

Students will understand that key elements of nonfiction as it related to biography, autobiography, and memoir. Key elements include key ideas and details, synthesizing information, tracing an argument, and comparing and contrasting different presentations. Drama/poetry will also be integrated in this unit.

Students will know...	Students will be able to...
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Curricular Framework ELA-6th Grade

Students will understand elements of nonfiction (including summarizing, key details, text structures, author’s purpose, and text features) and be able to trace an author’s claim throughout a text.

- Analyze key ideas and details. (RI.6.3)
- Evaluate information in different types of media/formats to increase understanding. (RI.6.7)
- Trace an argument and determine what claims are supported by evidence in order to evaluate the strength of the argument. (RI.6.8)
- Compare and contrast different presentations of the same events. (RI.6.9)

Stage 2 – Assessment Evidence

Performance Tasks:

- Book Talks
- Creative Book Project (i.e. Living Memoir Project)
- Writing About Reading
- Thinkmarks

Other Evidence:

- Formative
 - Running records
 - Conferring
 - Anecdotal notes
 - Reader’s Response Journals
 - Oral response
- Summative
 - Written response
- Performance Tasks (Use of Technology)
 - [MobyMax](#) individualized assigned assessments
 - [LinkIt!](#) Standards based assessments

Stage 3 – Learning Plan

• Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)

• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.

• Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.

• Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Curricular Framework ELA-6th Grade

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

- 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

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:

- 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

Curricular Framework ELA-6th Grade

SPED:

- 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

Marking Period 3- Unit 6

Writer's Workshop- Research Simulation

Content & Practice Standards

Career Readiness, Life Literacies and Key Skills

Critical Knowledge & Skills

Curricular Framework ELA-6th Grade

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

**Only newly introduced standards are listed - previously included standards spiral throughout the year.*

By end of Grade 8: Career Awareness and Planning

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Early planning can provide more options to pay for post-secondary training and employment.
- Employee benefits can influence your employment choices.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- There are resources to help an individual create a business plan to start or expand a business.

By end of Grade 8: Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

By end of Grade 8: Critical Thinking and Problem-Solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by Individuals to share information, organize, and engage around
- issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change.

By end of Grade 8: Global and Cultural Innovation

- Develop a claim supported by relevant evidence from the text(s). (W.6.1)
- Trace a claim throughout text(s) that is supported with evidence. (W.6.1)
- Complete a simulated research project using texts provided. (W.6.7)
- Assess credibility of source(s) and cite to avoid plagiarism. (W.6.8)

Curricular Framework ELA-6th Grade

	<ul style="list-style-type: none"> • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction <p><u>By end of Grade 8: Information and Media Literacy</u></p> <ul style="list-style-type: none"> • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	
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**Marking Period 3- Unit 6
Readers Workshop- Research Simulation**

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p><i>This four-week unit will focus on teaching skills necessary for writing a research simulation task. A suggestion to introduce this unit is to begin by reading an argumentative essay and tracing the argument. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</i></p>	<p>Suggested Resources: PARCC Released Sample Natural Disaster Text Set</p>

UNDERSTANDINGS

Curricular Framework ELA-6th Grade

Students will understand key elements of writing as it relates to a research simulation task. Key elements include tracing an argument through multiple texts and providing relevant supporting evidence.

Students will know...

Students will understand how to write a research simulation task in which they will read/view three or more texts to compare and contrast how a common claim is developed.

Students will be able to...

- Write arguments to support claims with relevant evidence. (W.6.1)
- Gather relevant information from multiple sources to conduct short research projects (W.6.7, W.6.8)

Stage 2 – Assessment Evidence

Performance Tasks:

- Research Simulation Task (based on three or more nonfiction texts)

Other Evidence:

- Formative
 - Running records
 - Conferring
 - Anecdotal notes
 - Reader’s Response Journals
 - Oral response
- Summative
 - Written response
- Performance Tasks (Use of Technology)
 - [MobyMax](#) individualized assigned assessments
 - [LinkIt!](#) Standards based assessments

Stage 3 – Learning Plan

• Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)

• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.

• Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.

• Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Gifted & Talented:

- 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

Tier I:

- Conferring
- Word work
- Differentiated skills instruction
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional conferring time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum conferring instruction

ELL:

- Additional conferring 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

SPED:

- 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

Marking Period 4- Unit 7 Reading & Writing Workshop: Book Clubs & Creative Writing		
Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● 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. ● 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. ● 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. <p><i>*Only newly introduced standards are listed - previously included standards spiral throughout the year.</i></p>	<p><u>By end of Grade 8: Career Awareness and Planning</u></p> <ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. ● There are resources to help an individual create a business plan to start or expand a business. <p><u>By end of Grade 8: Creativity and Innovation</u></p> <ul style="list-style-type: none"> ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <p><u>By end of Grade 8: Critical Thinking and Problem-Solving</u></p> <ul style="list-style-type: none"> ● Multiple solutions exist to solve a problem. ● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. ● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work. ● There are tradeoffs between allowing information to be public and keeping information private and secure. ● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. ● Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest. 	<ul style="list-style-type: none"> ● Independently select an appropriate book for Book Club. (RL.6.10, RI.6.10) ● Prepare for and collaborate in Book Clubs with peers. (RL.6.10, RI.6.10) ● Respond to reading for different purposes, making sure to cite text evidence. (W.6.10) ● Complete a project based on chosen text. (RL.6.10, RI.6.10, W.6.10)

Curricular Framework ELA-6th Grade

	<ul style="list-style-type: none"> • Digital technology and data can be leveraged by communities to address effects of climate change. <p><u>By end of Grade 8: Global and Cultural Innovation</u></p> <ul style="list-style-type: none"> • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction <p><u>By end of Grade 8: Information and Media Literacy</u></p> <ul style="list-style-type: none"> • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	
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**Marking Period 4- Unit 7
Reading & Writing Workshop: Book Clubs & Creative Writing**

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES
<p><i>This end-of-year unit is approximately nine weeks long and will focus on both reading and writing in the context of Book Clubs and project-based learning. Lessons of career readiness, life literacies and key skills will be incorporated in, as necessary. Social and Emotional Learning lessons will be incorporated, as well.</i></p>	<p>Genre Based Novel Sets</p>

Curricular Framework ELA-6th Grade

UNDERSTANDINGS	
Students will understand how to work collaboratively within their Book Clubs to discuss their analysis of literary or nonfiction elements within their selected text. Students will be able to create a project based on their understanding of their text.	
Students will know...	Students will be able to...
<i>Students will understand elements of both fiction and nonfiction and be able to respond to their reading based on that understanding.</i>	<ul style="list-style-type: none"> ● Spiral through Reading Literature and Reading Informational skills from throughout the year. (RL.6.10, RI.6.10) ● Respond to reading using text evidence. (W.6.10) ● Complete a project based on selected text. (RL.6.10, RI.6.10, W.6.10)
Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> ● Book Clubs ● Book Critiques ● Creative Projects ● Book Talks ● Creative Writing ● Short Research Project (if time allows - i.e. Career Research Project) ● Flip Grid 	Other Evidence: <ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Running records ○ Conferring ○ Anecdotal notes ○ Reader’s Response Journals ○ Oral response ● Summative <ul style="list-style-type: none"> ○ Written response ● Performance Tasks (Use of Technology) <ul style="list-style-type: none"> ○ MobyMax individualized assigned assessments ○ LinkIt! Standards based assessments
Stage 3 – Learning Plan	
<p><i>• Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p><i>• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.</i></p> <p><i>• Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i></p> <p><i>• Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i></p>	

Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students

Gifted & Talented:

- 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

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- 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

ELL:

- 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

SPED:

- 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