

Somers Point School District



Curriculum

Language Arts Literacy - Reading

Grade Six

August 2016

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

New Jersey State Department of Education Student Learning Standards

A note about English Language Arts Student Learning Standards:

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research — is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: <http://www.state.nj.us/education/cccs/>

**English Language Arts - Grade 6
Big Ideas**

MP 1	MP 2	MP 3	MP 4
<p align="center">READING</p> <p>Fiction -Realistic Fiction -Short Story</p> <p>Book Club</p>	<p align="center">READING</p> <p>Nonfiction -Reader’s Theater/Drama</p> <p>Book Club (Fiction & NF)</p>	<p align="center">READING</p> <p>Nonfiction</p> <p>Revisiting Critical Skills and Strategies</p> <p>Book Club (Fiction & NF)</p>	<p align="center">READING</p> <p>Nonfiction Literature -Memoir</p> <p>Book Club (Fiction & NF)</p>
<p align="center">WRITING</p> <p>Fiction -Narrative writing -Lit Analysis -Short Constructed Response</p>	<p align="center">WRITING</p> <p>Nonfiction -Explanatory/Informational -Short Constructed Response</p>	<p align="center">WRITING</p> <p>Nonfiction -Argumentative -Revisiting Critical Skills and Strategies</p>	<p align="center">WRITING</p> <p>Fiction/Nonfiction -Personal Narrative -Lit Analysis -Short Constructed Response</p>

ELA Curriculum Map

Grade 6

Big Idea: Fiction

Reading- Marking Period 1

Enduring Understandings	Essential Questions	Skills/ <i>21st Century Skills</i>	Standards - NJSLs	Assessments
<p>-Readers are able to cite textual evidence to support analysis of a text.</p> <p>-Readers determine central ideas and themes of a text and analyze their development.</p> <p>-Readers use specific detail to determine how the overall structure of a text is affected by the story elements.</p> <p>-Readers understand how figurative language enhances the overall story.</p> <p>-Readers are actively engaged in discussion by sharing ideas, opinions, comparing and contrasting etc. about the text.</p> <p>-Readers understand how a story’s plot unfolds in a series of episodes as wells</p>	<p>-How does the evidence from the text help analyze a story?</p> <p>-How does the theme/central idea contribute to the overall understanding of the text distinct from personal opinions?</p> <p>-How do the characters change or respond as the plot moves towards the resolution of the text?</p> <p>-How does the setting, characters and events shape or contribute to the plot of a story?</p> <p>-How does the connotative meaning of words impact word choice on meaning and tone?</p> <p>-How does a particular part of the text contribute to the</p>	<p>-Cite textual evidence to support inferences.</p> <p>-Describe how a plot unfolds.</p> <p>-Use context clues to determine meaning.</p> <p>-Use story details to determine theme.</p> <p>-Understand denotative and connotative meanings of words.</p> <p>-Discuss meaningful understanding of text with peers through expression of own ideas and building on others’.</p> <p><i>-Think critically to make connections to text</i></p> <p><i>-Read critically to interpret, and evaluate text.</i></p> <p><i>-Collaborate with diverse partners.</i></p>	<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</p>	<p>Teacher-created Assessments</p> <p>Weekly review of reader’s notebook</p> <p>Anecdotal notes from group work</p> <p>Suggested Resources:</p> <p>So B. It by Sarah Weeks</p> <p>Scholastic Scope (short stories/dramas)</p> <p>I Survived series</p>

<p>as how the characters respond or change as the story goes on.</p> <p>-Readers understand the point of view of a story and how that point of view is developed by the author.</p> <p>Vocabulary: cite, analyze, exposition, rising action, climax, resolution, falling action, conflict, connotative, denotative, simile, metaphor, hyperbole, personification</p>	<p>overall development of the story elements?</p> <p>-How can comparing and contrasting the differences and similarities of written text and other media help you understand and form an opinion?</p> <p>-How does the author develop the point of view of the narrator or text?</p> <p>Modifications: SE, ELL, BSI, GT Modifications: -Small group instruction - In-class grouping -Scaffolded assignments</p>	<p><i>-Reflect critically on learning experiences.</i> <i>-Solve different kinds of unfamiliar problems in unconventional and innovative ways.</i></p>	<p>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>SL 6.1.A-D: 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.</p>	
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Big Idea: Narrative Writing (fiction, literary analysis, short constructed response)

Writing- MP 1

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>-Writers develop engaging narratives that use effective techniques, relevant descriptive details.</p> <p>-Writers construct an introduction and concluding statement that engages the reader and leaves a final impression on the reader.</p> <p>-Writing routinely helps writers grow and develop their voice and fine tune their skills.</p> <p>-Writers use knowledge of language conventions when writing, speaking, or listening to communicate effectively with their readers.</p> <p>-Writers draw evidence from literary text to support analysis, reflection and research of a character’s development</p>	<p>-How will one write a narrative to develop imagined experiences using effective techniques?</p> <p>-In what ways can writers effectively use introductions and conclusions to enhance their writing?</p> <p>-Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</p> <p>-How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?</p> <p>-How do authors develop characters throughout the course of a text?</p>	<p>-Plan and develop writing using elements of plot.</p> <p>-Engage reader with captivating exposition, including narrator, character and setting introduction.</p> <p>-Develop character, plot and conflict throughout story-writing process.</p> <p>-Organize sequence of events that unfolds naturally.</p> <p>-Write a conclusion that effectively resolves a story’s conflict.</p> <p>-Use narrative techniques such as dialogue, description and pacing.</p> <p>-Use transitional words and phrases to convey sequence and signal shifts.</p>	<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> <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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and</p>	<p>Narrative Essays (using technology)</p> <p>Student portfolio of material from the year.</p> <p>Weekly review of writer’s notebook.</p> <p>Anecdotal Notes from group work and weekly conferencing</p> <p>Published Pieces</p> <p>Google classroom with one on one conferencing and peer conferencing</p> <p>Suggested Resources:</p> <p>Writing rubric Writer’s checklist Writer’s notebook</p>

<p>throughout the course of a novel.</p> <p>Vocabulary: narrative, sequences, narrator, pacing, transition, coherent, precise, task, purpose, audience, demonstrate, discipline specific, conventions, pronoun</p>	<p>Modifications: SE, ELL, BSI, GT Modifications</p> <ul style="list-style-type: none"> -Small group instruction -in-class grouping -scaffolded assignments -self-generated graphic organizers 	<ul style="list-style-type: none"> -<i>Use technology to develop, compose and edit essay.</i> -<i>Evaluate own writing and peer writing through critical thinking.</i> -<i>Demonstrate flexibility and adaptability by working with peers and applying/analyzing constructive criticism.</i> 	<p>sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.)</p> <p>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.</p> <p>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</p>	
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			a single sitting. W6.9 Draw evidence from literary or informational texts to support analysis, reflection and research.	
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ELA Curriculum Map
Grade 6
Big Idea: Non-Fiction

Reading-MP 2

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards - NJSL	Assessments
<p>-Readers are able to explain how textual evidence helps them understand the information being read.</p> <p>-Readers recognize the importance of understanding technical meanings in a text.</p> <p>-Readers will interpret the connotative meanings of words to understand what is being read.</p> <p>-Readers are actively engaged in discussion by sharing ideas, opinions, comparing and contrasting etc. about the text.</p> <p>-Readers will textual evidence to determine a central idea in a text.</p> <p>-Readers will write a summary of the text distinct</p>	<p>-How does the evidence help contribute to the overall understanding of the text?</p> <p>-How does recognizing technical meanings of words help to understand a non-fiction text?</p> <p>-How does the connotation of a word help to impact the understanding of a non-fiction piece?</p> <p>-How can comparing and contrasting different author's presentations help to deepen understanding?</p> <p>-How does a reader write a summary removing their personal opinions and judgements?</p> <p>Modifications: SE, ELL, BSI, GT</p>	<p>-Cite textual evidence to support inferences.</p> <p>-Recognize technical meanings of words.</p> <p>-Explain the connotation of a word and how it impacts the text.</p> <p>-Compare and contrast different author's presentations.</p> <p>-Discuss meaningful understanding of text with peers through expression of own ideas and building on others.</p> <p><i>-Think critically to make connections to text</i> <i>-Read critically to interpret, and evaluate evaluate text.</i> <i>-Collaborate with diverse partners.</i> <i>-Reflect critically on</i></p>	<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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's</p>	<p>Post unit assessment</p> <p>Weekly review of reader's notebook</p> <p>Anecdotal Notes from group work</p> <p>Suggested Resources:</p> <p>Scholastic Scope Articles</p>

<p>from personal opinions.</p> <p>Vocabulary: cite, analyze, recognize, examine, connotation, denotation, technical meanings, evidence</p>	<p>Modifications:</p> <ul style="list-style-type: none"> -Small group instruction -in-class grouping -scaffolded assignments, 	<p><i>learning experiences.</i></p> <p><i>-Solve different kinds of unfamiliar problems in unconventional and innovative ways.</i></p>	<p>presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>6.SL.1.A-E: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.</p>
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Big Idea: Research Writing (Cross-Curricular)
Writing-MP 2

Enduring Understandings	Essential Questions	Skills/ 21st Century Skills	Standards - NJSLs	Assessments
<p>-Writers are able to cite textual evidence to support analysis of a text.</p> <p>-Writers determine central ideas in their writing and analyze their development.</p> <p>-Writers compare and contrast different views and information in their writing.</p> <p>-Writers research multiple credible/reliable sources when writing a research simulation task.</p> <p>-Writers paraphrase and quote from the sources when appropriate.</p> <p>-Writers use knowledge of language conventions when writing, speaking, or listening to communicate effectively with their readers.</p>	<p>-How do students research using multiple sources?</p> <p>-How do students effectively evaluate the sources to assess credibility?</p> <p>-How do students properly quote or paraphrase from the sources gathered?</p> <p>-How do students use the information gathered to cite evidence?</p> <p>-How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?</p> <p>-How does the evidence from the text help a writer support their written claims?</p> <p>-How does the central idea</p>	<p>-Research multiple print and digital sources.</p> <p>-Analyze several sources to gather relevant information.</p> <p>-Assess the credibility of sources being used.</p> <p>-Quote from sources properly while avoiding plagiarism.</p> <p>-Paraphrase information properly while avoiding plagiarism.</p> <p>-Cite evidence from sources to support research.</p> <p>-Use proper conventions of standard English.</p> <p><i>-Use technology to develop, compose and edit an essay.</i></p>	<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>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.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language</p>	<p>Research Essays (using technology)</p> <p>Student portfolio of material from the year.</p> <p>Weekly review of writer's notebook.</p> <p>Anecdotal Notes from group work and weekly conferencing</p> <p>Published Pieces</p> <p>Google classroom with one on one conferencing and peer conferencing</p> <p>Suggested Resources: Writers' rubric Writers' checklist Writers' notebook</p>

<p>Vocabulary: source, paraphrase, relevant, plagiarism, research simulation task, cite, quote, analysis, inquiry,</p>	<p>contribute to the overall understanding an informational writing piece?</p> <p>-How can a writer effectively use specific details in their writing?</p> <p>-How can comparing and contrasting the differences and similarities of two different authors writing on the same topic help you understand the topic?</p> <p>Modifications: SE,ELL,BSI,GT Modifications: -Small group instruction -in-class grouping - scaffolded assignments - self-generated graphic organizers</p>	<p><i>-Evaluate own writing and peer writing through critical thinking.</i></p> <p><i>-Demonstrate flexibility and adaptability by working with peers and applying/analyzing constructive criticism.</i></p>	<p>and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>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.</p> <p>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.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and</p>	
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			<p>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>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	
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**ELA - Reading - Grade 6
Curriculum Map
Big Idea: Non-Fiction
Reading-MP3**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards - NJSLs	Assessments
<p>-Readers are able to cite textual evidence to support analysis of a text.</p> <p>-Readers determine central ideas of a text and analyze their development.</p> <p>-Readers use specific detail to determine how key individuals, events and ideas are introduced, illustrated and elaborated in a text.</p> <p>-Readers understand how particular sentences, paragraphs, chapters, or sections fit into the overall structure of a text and contribute to the development</p> <p>-Readers are actively engaged in determining the author’s purpose and point of view and how it is</p>	<p>-How does the evidence from the text help analyze a story?</p> <p>-How does the central idea contribute to the overall understanding of the text distinct from personal opinions?</p> <p>-How are events, ideas and individuals introduced and elaborated in a text?</p> <p>-How do particular sentences, paragraphs, chapters or sections fit into the overall development of the text?</p> <p>-How does the author convey his point of view and purpose of the text?</p> <p>-How can comparing and contrasting the differences and similarities of two</p>	<p>-Cite textual evidence to support analysis and inferences.</p> <p>-Use prior knowledge and context clues to determine meaning of new words found in texts.</p> <p>-Use details to determine how events, ideas or individuals are introduced and elaborated in a text.</p> <p>-Determine central idea of text, including author’s claims, reasons and evidence.</p> <p>-Demonstrate understanding of the development of the central ideas of the text through analyzing particular sentences, paragraphs chapters or sections.</p>	<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.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the</p>	<p>Teacher created post unit assessment</p> <p>Weekly review of reader’s notebook</p> <p>Anecdotal notes from group work</p> <p>Suggested Resources:</p> <p>Scholastic Scope Articles</p>

<p>conveyed in the text.</p> <p>-Readers understand how sections contribute to the text as a whole.</p> <p>-Readers will 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> <p>Vocabulary: cite, analyze, biography, informational text, summarize, point of view, central idea</p>	<p>different authors writing on the same topic help you understand the topics?</p> <p>-Why do we read nonfiction argument texts?</p> <p>-What is the importance of summarizing text without using personal opinions or judgements?</p> <p>-Why do authors write nonfiction argument texts with the purpose of reaching a specific audience?</p> <p>-How do we analyze and evaluate text?</p> <p>-How do supported and unsupported claims affect an argument?</p> <p>-How does reading critically deepen understanding of a text?</p> <p>Modifications: SE, ELL, BSI, GT</p>	<p>-Cite textual evidence that compares and contrasts two author’s presentations of the same events.</p> <p>-Understand and apply new academic and domain specific words and phrases in discussions.</p> <p><i>-Think critically to analyze, discuss as a class and form an opinion that explain the author’s purpose and how it is conveyed in a text.</i></p> <p>-Summarize the main idea and supporting details to paraphrase a text.</p> <p>-Summarize text without including personal opinions or judgements.</p> <p>-Identify and explain the author’s purpose and intended audience.</p> <p><i>-Critically evaluate information presented in different formats in order to develop a clear understanding.</i></p>	<p>development of 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> <p>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).</p> <p>L.6.6: Acquire and use</p>	
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	<p>modifications:</p> <ul style="list-style-type: none"> -Small group instruction -In-class grouping -Scaffolded assignments 	<p><i>-Read critically to interpret, analyze and evaluate text and differentiate between supported claims and unsupported claims.</i></p>	<p>accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehend or express.</p>	
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Big Idea: Argument Writing
Writing- MP3

Enduring Understandings	Essential Questions	Skills/ 21st Century Skills	Standards - CCSS	Assessments
<p>-Writers use Argumentative Writing to support one side of a controversial issue.</p> <p>-Writers use a Thesis Statement as a major component of the essay; identifies claims and reasons to support.</p> <p>-Writers use clear reasons and relevant evidence from varying sources to write an argument.</p> <p>-Writers value working with peers through the writing process.</p> <p>-Writers are able to effectively share their findings.</p> <p>-Writers use knowledge of language conventions when writing, speaking, or listening to communicate effectively with their readers.</p>	<p>-What is an argument?</p> <p>-Why is it important to use clear reasons and relevant evidence when writing an argument?</p> <p>-Why is working with peers helpful in the development of the writing process?</p> <p>-How does technology enhance the writing process?</p> <p>-How do I develop a thesis statement to identify my claims?</p> <p>-Why should I use evidence from credible sources to support my claims?</p> <p>-How do I differentiate between credible and non-credible resources while selecting relevant evidence to support my claims?</p> <p>-Why is it necessary for me</p>	<p>-Write introduction that includes a clear thesis statement identifying claims and reasons for claims.</p> <p>-Use text evidence to support claims and reasons.</p> <p>-Working with peers to edit and revise writing.</p> <p>-Present claims while speaking in an appropriate manner.</p> <p>-Use proper conventions of standard English.</p> <p><i>-Use technology to develop, compose and edit an essay.</i></p> <p><i>-Evaluate own writing and peer writing through critical thinking.</i></p> <p><i>-Demonstrate flexibility and adaptability by working with peers and applying/analyzing constructive criticism.</i></p>	<p>6.W.1.A-E: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.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.</p> <p>SL.6.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3: Delineate a speaker's argument and</p>	<p>Argument Essay</p> <p>Student portfolio of material from the year</p> <p>Weekly review of writer's notebook</p> <p>Anecdotal notes from group work and weekly conferencing</p> <p>Published pieces</p> <p>Google classroom with one on one conferencing and peer conferencing</p> <p>Suggested Resources: Writers' rubric, writers' checklist, writers' notebook</p>

<p>Vocabulary: claims, clear reasons, relevant evidence, themes, main ideas, argument</p>	<p>to write with a clear purpose and formal style?</p> <p>-Why is it important to cite sources when writing a research essay?</p> <p>Modifications: SE, ELL, BSI, GT Modifications-</p> <ul style="list-style-type: none"> -Small group instruction - heterogeneous grouping - scaffolded assignments -graphic organizers 	<ul style="list-style-type: none"> -Think critically to evaluate nonfiction texts to determine credibility and reliability and choose credible texts to paraphrase or quote information without plagiarizing -Write a conclusion that summarizes the claims. -Write using a formal style with the clear author’s purpose of persuading the reader. -Create a works-cited page identifying resources used to conduct research. -Use technology to conduct research and compose essay. 	<p>specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.SL.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.</p> <p>6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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<p>-Readers are able to explain how textual evidence helps them understand the information being read.</p> <p>-Readers distinguish how parts of a passage can impact the understanding of the overall text.</p> <p>-Readers are actively engaged in discussion by sharing ideas, opinions, comparing and contrasting etc. about the text.</p> <p>-Readers recognize the importance of comprehending informational text.</p> <p>-Readers use multimedia to present and clarify information.</p> <p>Vocabulary: cite, analyze, recognize, examine, compare and contrast, evidence, multimedia, clarify</p>	<p>-How does the evidence help contribute to the overall understanding of the text?</p> <p>-How does a part of the passage fit into the overall text?</p> <p>-How can comparing and contrasting different author's presentations help to deepen understanding?</p> <p>-Why is it important to be able to read and comprehend informational texts?</p> <p>-How do multimedia presentations clarify information?</p> <p>Suggested Modifications: SE, ELL, BSI, GT Modifications: -Small group instruction - in-class grouping -scaffolded assignments</p>	<p>-Cite textual evidence to support inferences.</p> <p>-Analyze how a part of the content fits into the overall structure of the text.</p> <p>-Compare and contrast different author's presentations.</p> <p>-Read and comprehend challenging informational texts.</p> <p>-Create and display multimedia presentations.</p> <p><i>-Think critically to make connections to text</i></p> <p><i>-Read critically to interpret, and evaluate evaluate text.</i></p> <p><i>-Collaborate with diverse partners.</i></p> <p><i>-Reflect critically on learning experiences.</i></p> <p><i>-Solve different kinds of unfamiliar problems in</i></p>	<p>6.RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.9: Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person.)</p> <p>6.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6-8 text complexity band independently and proficiently, with scaffolding as needed at the</p>	<p>Post unit assessment</p> <p>Weekly review of Reader's Notebook</p> <p>Anecdotal records from group work</p> <p>Suggested Resources:</p> <p>I Am Malala</p>

		<i>unconventional and innovative ways.</i>	high end of the range. 6.SL.5: Include multimedia components and visual displays in presentations to clarify information.	
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Big Idea: Narrative (Personal)
Writing- May

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<p>-Writers develop engaging narratives that use effective techniques, relevant descriptive details.</p> <p>-Writers construct an introduction and concluding statement that engages the reader and leaves a final impression on the reader.</p> <p>-Writers value working with peers through the writing process.</p> <p>-Writing routinely helps writers grow and develop their voice and fine tune their skills.</p> <p>-Writers use knowledge of language conventions when writing, speaking, or listening to communicate effectively with their readers.</p>	<p>-How will one write a narrative to develop imagined experiences using effective techniques?</p> <p>-In what ways can writers effectively use introductions and conclusions to enhance their writing?</p> <p>-Why is working with peers helpful in the development of the writing process?</p> <p>-Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</p> <p>-How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?</p>	<p>-Plan and develop writing using elements of plot.</p> <p>-Engage reader with captivating exposition, including narrator, character and setting introduction.</p> <p>-Develop character, plot and conflict throughout story-writing process.</p> <p>-Organize sequence of events that unfolds naturally.</p> <p>Write a conclusion that effectively resolves a story's conflict.</p> <p>-Use narrative techniques such as dialogue, description and pacing.</p> <p>-Use transitional words and phrases to convey sequence and signal shifts.</p> <p>-Working with peers to edit and revise writing.</p>	<p>6.W.3.A-E: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>6.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.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</p>	<p>Narrative Essays (using technology)</p> <p>Weekly review of writer's notebook</p> <p>Student portfolio of material from the year</p> <p>Published pieces</p> <p>Anecdotal notes from group work and weekly conferencing</p> <p>Google classroom with one on one conferencing and peer conferencing</p> <p>Suggested Resources:</p> <p>Writing rubric, writer's checklist, writer's notebook</p>

<p>Vocabulary: narrative, sequences, narrator, pacing, transition, coherent, precise, task, purpose, audience, demonstrate, discipline specific, conventions, pronoun</p>	<p>Modifications: SE, ELL, BSI, GT modifications: -Small group instruction -In-class grouping -Scaffolded assignments - Self-generated graphic organizers</p>	<p><i>-Use technology to develop, compose and edit essay.</i> <i>-Evaluate own writing and peer writing through critical thinking.</i> <i>-Demonstrate flexibility and adaptability by working with peers and applying/analyzing constructive criticism.</i></p>	<p>a single sitting. 6.W.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. 6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 6.L.2: Demonstrate command of the conventions of standard english capitalization, punctuation and spelling when writing.</p>	
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