

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 6 INTEGRATED LITERACY 2018**

**(Last revision date: 2016)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Grade 6 Integrated Literacy is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. Students develop their writing skills as they engage in Writing Workshop, and conventions of writing are integrated into all writing units.

Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities, as well as student-student and student-teacher conferring sessions. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency. To support independent reading, 90 minutes of assured independent reading time is included for all grade 6 students during the Period 5 Extended Learning block.

## COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCS.ELA-Literacy.RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
CCS.ELA-Literacy.W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCS.ELA-Literacy.W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.6.2.e	Establish and maintain a formal style.
CCS.ELA-Literacy.W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
CCS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCS.ELA-Literacy.W.6.3.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.
CCS.ELA-Literacy.W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCS.ELA-Literacy.W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCS.ELA-Literacy.W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCS.ELA-Literacy.W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCS.ELA-Literacy.SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCS.ELA-Literacy.L.6.1.b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).
CCS.ELA-Literacy.L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
CCS.ELA-Literacy.L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCS.ELA-Literacy.L.6.1.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.
CCS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).
CCS.ELA-Literacy.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.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.

## **COURSE ENDURING UNDERSTANDINGS**

### **Reading**

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

### **Writing**

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

### **Speaking & Listening**

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker’s argument/reasoning and determine relevance.

## **COURSE ESSENTIAL QUESTIONS**

### **Reading**

- How does a reader come to understand and appreciate what he/she reads?
- How does reading make me a better writer?
- What do reading and writing in all their forms teach us about life and being human?
- How do I unlock the power of words?

### **Writing**

- How do I effectively use the writing process?
- How does reading a variety of genres enhance my writing?
- What strategies can I use to write more effectively?
- How do I gather and use information to support my thinking and writing?

### **Speaking & Listening**

- How do I listen?
- How do I orally communicate ideas effectively to various audiences?
- How do I engage in collaborative discussion?
- How do I evaluate a speaker's argument and reasoning?

## **COURSE KNOWLEDGE & SKILLS**

### **Reading**

Students will understand . . .

- the elements of fiction and nonfiction.
- the use of figurative language and connotative meaning.
- the impact of tone, word choice, and point of view on meaning.
- the varieties of text structures.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- cite text evidence to support their analysis of a work.
- analyze the use of key details in informational text.
- describe the development of plot and character in a work.
- determine the theme/central idea of a work.
- summarize text.
- analyze elements of a given text structure.
- determine word meaning.

- distinguish fact from opinion.
- compare and contrast elements of different genres and media.
- analyze the use of text features.
- integrate information from different sources.
- evaluate claims and supporting details.

## **Writing**

Students will understand . . .

- the steps of process writing.
- the parts of an essay.
- the organizational structures and strategies for different types of writing.
- effective strategies to build fluency, elaboration, clarity, and interest.
- the use of figurative language.
- accurate and logical evidence necessary for elaboration of a topic.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- introduce and support claims.
- establish and maintain formal style.
- produce and develop writing mindful of task, purpose, and audience.
- use transitions.
- elaborate in a variety of ways.
- use precise language.
- conduct research.
- gather reliable information from reliable sources.
- paraphrase information.
- cite and document information according to MLA guidelines.
- peer-edit, self-edit, and revise their writing.
- publish writing.

## **Speaking & Listening**

Students will understand . . .

- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance presentations.

Students will be able to . . .

- participate in collaborative learning groups.

- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion/ group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in both formal and informal settings.
- produce and develop presentations mindful of task, purpose, and audience.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.
- include multimedia components and visual displays in their presentations.

**UNIT 0.5**  
**Introduction to Middle School & Middle School Language Arts**

Approximately the first two weeks of sixth grade focus on general middle school routines and schedules, as well as course-specific expectations and materials, including foundations of organization and content for grade 6 Integrated Literacy, and ongoing routines for application of editing and revising skills. Included in these two weeks are course-specific diagnostic assessments, including of students' reading, writing, and grammar skills.

# UNIT 1

## Narrative: Discovering Powerful Stories

### Unit Goals

At the completion of this unit, students will:

- |                          |  |
|--------------------------|--|
| CCS.ELA-Literacy.RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.W.6.3   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.           |
| CCS.ELA-Literacy.W.6.3.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.      |
| CCS.ELA-Literacy.W.6.3.b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |
| CCS.ELA-Literacy.W.6.3.c | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                    |
| CCS.ELA-Literacy.W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |
| CCS.ELA-Literacy.W.6.3.e | Provide a conclusion that follows from the narrated experiences or events.   |
| CCS.ELA-Literacy.W.6.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                       |
| CCS.ELA-Literacy.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.        |

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCS.ELA-Literacy.L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
CCS.ELA-Literacy.L.6.1.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.

CCS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).

### Unit Essential Questions

- How is a personal narrative different from other types of writing?
- How do writers draw from their own experiences and mentor texts while writing?
- How do writers use author’s craft techniques to enrich their writing?
- How does writing help me to learn more about myself?

### Scope and Sequence

- Investigating the short story: elements of fiction
- Generating ideas for the personal narrative
- Bringing a personal narrative through the writing process
- Building writing coherence and clarity: strong sentences, paragraphs, and writing conventions
- Ongoing word study of Latin and Greek roots

### Assured Assessments

Student performance on the following assessments will be included in the Trimester 1 report card.

#### Formative Assessments:

1. **On-Demand Writing Sample:** Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.
2. **Writer’s Notebook:** Students’ writing samples should be located in their Writer’s Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
3. **Reader’s Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups.

Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

4. Student participation within collaborative groups.
5. Text annotations to reading selections, including identification of and elaboration on the elements of fiction in an on-demand reading, “The Legend of the Cedar Tree.”
6. Application of root word knowledge in context in students’ written work.

#### Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills in structure, elaboration, and conventions.
2. On-Demand Writing Sample: Students will write a 45-minute, on-demand post-assessment in the narrative genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth in structure, elaboration, and conventions.
3. Students will annotate a given selection, applying strategies as practiced in earlier class activities.

#### Resources

##### Core

- Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: Personal Narrative: Crafting Powerful Life Stories* (Grade 6, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- Fletcher, Ralph. *How to Write Your Life Story*. New York: HarperCollins, 2007. Print.
- Fletcher, Ralph. *A Writer’s Notebook: Unlocking the Writer within You*. New York: HarperCollins, 2003. Print.
- “Grade 6, Lesson 1: Fiction.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- teacher’s own Reader’s/Writer’s Notebook
- Selected short stories:
  - Cisneros, Sandra. “Eleven.” Print.
  - Cisneros, Sandra. excerpt from *The House on Mango Street*. Print.
  - Jiménez, Francisco. “The Circuit.” Print.

- Namioka, Lensey. “The All-American Slurp.” Print.
- Paulsen, Gary. excerpt from *Woodson*. Print.

Supplemental

- teacher-selected narrative mentor texts

**Time Allotment**

- Approximately seven weeks

## UNIT 2

### Novel Study: Discovering Tools of Analysis

#### Unit Goals

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| CCS.ELA-Literacy.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.                                  |
| CCS.ELA-Literacy.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.                                    |
| CCS.ELA-Literacy.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.                                   |
| CCS.ELA-Literacy.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| CCS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

#### Unit Essential Questions

- How does an author develop plot and character within a text?
- How can I come to a deeper understanding of what I read?
- How can I use evidence from the text to support my understanding of theme?

#### Scope and Sequence

- Summarizing texts
- Reviewing the key elements of fiction
- Describing the development of plot and character within a text
- Applying strategies for determining theme
- Correctly citing text evidence to support analysis of a text
- Reviewing sentence and paragraph structure
- Ongoing word study of Latin and Greek roots

## **Assured Assessments**

Student performance on the following assessments will be included in the Trimester 1 report card.

### Formative Assessments:

1. **Writer’s Notebook:** Students’ writing samples should be located in their Writer’s Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
2. **Reader’s Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
3. **Skills Assessment:** Students will apply unit skills as they read and respond to *Among the Hidden*, answering a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two-point rubric. The total score will be converted to 100 points, and the grade will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
4. Student participation within collaborative groups.
5. Application of root word knowledge in context in students’ written work.

### Summative Assessments:

1. **Text Response:** In paragraph form, students will summarize a section of *Among the Hidden* and answer one of the unit’s essential questions. A common rubric will be used to assess the response, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

## **Resources**

### Core

- Haddix, Margaret Peterson. *Among the Hidden*. New York: Simon & Schuster, 2000. Print.
- “Grade 6, Lesson 2: Poetry.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- teacher’s own Reader’s/Writer’s Notebook

### Supplemental

- N/A

## **Time Allotment**

- Approximately three weeks

## UNIT 3

### Getting Ready to Write: Discovering the Structure of the Argumentative Essay

#### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
CCS.ELA-Literacy.W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

#### Unit Essential Questions

- What is the structure of an argumentative essay?
- How do I formulate a strong claim and support it with evidence?

#### Scope and Sequence

- Reading mentor texts
- Identifying parts of an argumentative essay, including claim and reasons
- Applying effective transition words
- Ongoing word study of Latin and Greek roots

#### Assured Assessments

Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessments:

1. Students will practice flash-drafting their own argumentative essays based on lessons learned about the structure of argumentative writing.
2. *Performance Coach* Assessment: Students will take the “Strand 1” assessment in *English Language Arts Common Core Performance Coach*.

## **Resources**

### Core

- Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: If . . . Then . . . Curriculum: Persuasive Essays* (Grade 6). Portsmouth, NH: Heinemann. 2013. Print.
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- “Grade 6, Lesson 3: Drama.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- “Grade 6, Lesson 4: Analyze Literature.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- “Grade 6, Strand 1 Assessment.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- teacher’s own Reader’s/Writer’s Notebook

### Supplemental

- teacher-selected argumentative mentor texts

### **Time Allotment**

- approximately three weeks

## **UNIT 4**

### **Dramatic Text: Discovering Elements of Drama**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

#### **Unit Essential Questions**

- How do individuals bring out the best in others, and what happens as a result?
- To what extent are people capable of changing themselves and the world around them?
- How are the key features of a play different from the key features of other genres of literature?
- How does the structure of dramatic text contribute to its meaning?

#### **Scope and Sequence**

- Reviewing the features of dramatic text
- Analyzing figurative language and connotative meaning
- Examining the impact of tone, word choice, and point of view on meaning
- Correctly citing text evidence to support analysis of a text
- Applying strategies for determining theme
- Comparing and contrasting various media of a text
- Ongoing word study of Latin and Greek roots

## **Assured Assessments**

Student performance on the following assessments will be included in the Trimester 2 report card.

### Formative Assessments:

1. **Writer's Notebook:** Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
2. **Reader's Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
3. Student participation within collaborative groups.
4. Application of root word knowledge in context in students' written work.

### Summative Assessments:

1. **Text Response:** In paragraph form, students will answer one of the unit's essential questions.

## **Resources**

### Core

- Dickens, Charles. *A Christmas Carol*. Print.
- teacher's own Reader's/Writer's Notebook

### Supplemental

- *A Christmas Carol*. Dir. Robert Zemeckis. Perf. Jim Carrey and Steve Valentine. Disney, 2010. Film.
- excerpts from variants of "A Christmas Carol" by Charles Dickens
- "Inside Insights: A Christmas Carol" article

## **Time Allotment**

- Approximately two weeks

## **UNIT 5**

### **Informational Text: Discovering the Power of Nonfiction**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RI.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| CCS.ELA-Literacy.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.             |
| CCS.ELA-Literacy.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).                            |
| CCS.ELA-Literacy.RI.6.4  | Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  |
| CCS.ELA-Literacy.RI.6.5  | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structures of a text and contributes to the development of the ideas.                 |
| CCS.ELA-Literacy.RI.6.6  | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.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.                     |
| CCS.ELA-Literacy.RI.6.9  | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                                 |
| CCS.ELA-Literacy.RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CCS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCS.ELA-Literacy.L.6.1.b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).
CCS.ELA-Literacy.L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
CCS.ELA-Literacy.L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).

### Unit Essential Questions

- How do I best select and use evidence to support my thinking?
- How do I summarize information from nonfiction text?
- How does text structure support and enrich meaning in multiple genres of nonfiction?
- How do I distinguish between fact and opinion?

### Scope and Sequence

- Describing the characteristics of various informational texts, including their various structures
- Analyzing key details in informational texts
- Analyzing the use of text features
- Using strategies for determining the central idea of a work
- Applying techniques for summarizing text
- Correctly citing text evidence to support analysis of a text
- Demonstrating command of correct pronoun usage when speaking and writing
- Ongoing word study of Latin and Greek roots

## **Assured Assessments**

Student performance on the following assessments will be included in the Trimester 2 report card.

### Formative Assessments:

1. **Writer’s Notebook:** Students’ writing samples should be located in their Writer’s Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
2. **Reader’s Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
3. Assessment of grammar skills.
4. Student participation within collaborative groups.
5. Application of root word knowledge in context in students’ written work.

### Summative Assessments:

1. **On-Demand Nonfiction Passages Response:** Students will apply unit skills as they read and respond to a nonfiction selection, effectively annotating, summarizing, and explaining its development of a claim. A common rubric will be used to assess the response, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

## **Resources**

### Core

- “Grade 6, Lesson 5: Articles.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- “Grade 6, Lesson 6: Persuasive Texts.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- teacher’s own Reader’s/Writer’s Notebook

### Supplemental

- teacher-selected nonfiction selections, *Prentice-Hall Anthology: Literature and Literacy*, Penguin Edition. Print.
- teacher-selected nonfiction selections

## **Time Allotment**

- Approximately three weeks

**UNIT 6**  
**The Literary Essay: Discovering One’s Journey to Change**

**Unit Goals**

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
CCS.ELA-Literacy.W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.6.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
CCS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

### **Unit Essential Questions**

- How can I generate a strong claim and organize relevant supporting evidence?
- How do I quote and/or paraphrase evidence, avoiding plagiarism?
- How do I know what's important in a story?
- How does fiction reveal truth about life?
- How is reading a poem different from reading other genres of literature?

### **Scope and Sequence**

- Reading a variety of teacher-selected short stories and poems
- Discussing character development within a short story
- Participating in collaborative discussions
- Applying strategies for determining theme
- Correctly citing text evidence to support analysis of a literary text
- Applying strategies for reading and interpreting poems
- Ongoing word study of Latin and Greek roots

### **Assured Assessments**

Student performance on the following assessments will be included in the Trimester 2 report card.

#### Formative Assessments:

1. **On-Demand Writing Sample:** Students will write a formative 45-minute, on-demand pre-assessment in the literary essay genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6

argumentative writing rubric, inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

2. **Writer's Notebook:** Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
3. **Reader's Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
4. Student participation within collaborative groups.
5. Application of root word knowledge in context in students' written work.

#### Summative Assessments:

1. Students will choose an argumentative essay to bring to publication as a summative assessment. The student assessment tools, including the grade 6 argumentative writing rubric, inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills in structure, elaboration, and conventions.
2. **On-Demand Writing Sample:** Students will write a 45-minute, on-demand post-assessment in the literary essay genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6 argumentative writing rubric, inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth in structure, elaboration, and conventions.

#### Resources

##### Core

- Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: The Literary Essay: From Character to Compare/Contrast* (Grade 6, Unit 2). Portsmouth, NH: Heinemann. 2013. Print.
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- teacher's own Reader's/Writer's Notebook
- teacher-selected argumentative mentor texts
- Selected short stories:
  - Bambara, Toni Cade. "Raymond's Run." Print.
  - Bunting, Eve. "Your Move." Print.
  - Cisneros, Sandra. "Eleven." Print.

- Henry, O. “The Gift of the Magi.” Print.
- Hughes, Langston. “Thank You, Ma’am.” Print.
- Jiménez, Francisco. “The Circuit.” Print.
- Mohala. “Chura and Marwe.” Print.
- Namioka, Lensey. “The All-American Slurp.” Print.
- Paulsen, Gary. excerpt from *Woodson*. Print.

### Supplemental

- teacher-selected short stories and poetry

### **Time Allotment**

- Approximately four weeks

## UNIT 7

### Novel Study: Discovering Capabilities and Developing Confidence

#### Unit Goals

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.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.                                 |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| CCS.ELA-Literacy.RL.6.9  | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.                                     |
| CCS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.             |
| CCS.ELA-Literacy.SL.6.3  | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| CCS.ELA-Literacy.SL.6.4  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| CCS.ELA-Literacy.SL.6.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |
| CCS.ELA-Literacy.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.  |

CCS.ELA-Literacy.L.6.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

### Unit Essential Questions

- How do individuals recognize and use their strengths and talents?
- How do individuals effectively problem-solve in dealing with difficult life conflicts?
- How does author's craft contribute to the meaning of a text?

### Scope and Sequence

- Applying figurative language and connotative meaning
- Understanding the impact of tone, word choice, and point of view on meaning
- Correctly citing text evidence to support analysis of a text
- Applying strategies for determining theme
- Comparing and contrasting various types of media
- Developing strategies for organizing and delivering an oral presentation
- Ongoing word study of Latin and Greek roots

### Assured Assessments

Student performance on the following assessments will be included in the Trimesters 2 & 3 report cards.

#### Formative Assessments:

1. **Writer's Notebook:** Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
2. **Reader's Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
3. Student participation within collaborative groups.
4. Application of root word knowledge in context in students' written work.

#### Summative Assessments:

1. **Text Response:** In paragraph form, students will answer one of the unit's essential questions. A common rubric will be used to assess the response, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

2. Oral Presentation: Students will draw upon selected independent reading to prepare and deliver a book talk applying oral presentation skills. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

## **Resources**

### Core

- One of the following:
  - L’Engle, Madeline. *A Wrinkle in Time*. New York: Square Fish, 2007. Print.
  - Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 2014. Print.
- “Grade 6, Lesson 9: Analyze Informational Texts.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- teacher’s own Reader’s/Writer’s Notebook

### Supplemental

- “About the Author [Madeline L’Engle]”
- “Inquiring Minds” article
- *A Wrinkle in Time*. Dir. John Kent Harrison. Perf. Katie Stuart and David Dorfman. Disney, 2004. Film.
- *The Giver*. Dir. Phillip Noyce. Perf. Jeff Bridges and Meryl Streep. Anchor Bay, 2014. Film.
- Angelou, Maya. “Life Doesn’t Frighten Me.”
- Frost, Robert. “The Road Not Taken.”
- Lennon, John. “Imagine,” lyrics and song.
- teacher-created oral presentation materials

## **Time Allotment**

- Approximately six weeks

## **UNIT 8**

### **Research-Based Informational Writing: Discovering Strength and Stamina**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.RL.6.3  | Describe how a particular story 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.  |
| CCS.ELA-Literacy.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.W.6.2.a | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| CCS.ELA-Literacy.W.6.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| CCS.ELA-Literacy.W.6.2.c | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| CCS.ELA-Literacy.W.6.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| CCS.ELA-Literacy.W.6.2.e | Establish and maintain a formal style.  |
| CCS.ELA-Literacy.W.6.2.f | Provide a concluding statement or section that follows from the information or explanation presented.   |

## Unit Essential Questions

- What is the value of informational writing in academic life?
- How do I best convey information about a topic using research?
- How do I select evidence to support my claim in informational writing?
- How do I use research to help me explain my topic?
- How do I use text features to enhance my writing?

## Scope and Sequence

- Examining a variety of sources on the topic of teen activism
- Applying strategies for choosing a topic
- Reading multiple and varied sources to gain a wide view on the chosen topic
- Applying strategies for gathering relevant and specific information
- Flash-drafting essays
- Using text features in meaningful ways within an informational text
- Structuring an informational piece using chapters and other organizational tools
- Editing and revising the informational essay
- Applying oral presentation skills to Marathon Book Talks
- Ongoing word study of Latin and Greek roots

## Assured Assessments

Student performance on the following assessments will be included in the Trimester 3 report card.

### Formative Assessments:

1. **On-Demand Writing Sample:** Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.
2. **Writer's Notebook:** Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
3. **Reader's Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
4. Student participation within collaborative groups.

5. Application of root word knowledge in context in students' written work.

#### Summative Assessments:

1. Students will choose an informational piece to bring to publication as a summative assessment. The student assessment tools, including the grade 6 informational writing rubric, inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills in structure, elaboration, and conventions.
2. On-Demand Writing Sample: Students will write a 45-minute, on-demand post-assessment in the informational genre. This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student assessment tools, including the grade 6 informational writing rubric, inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth in structure, elaboration, and conventions.
3. Marathon Book Talk: Each student will prepare and deliver an oral book talk presentation. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade in a manner common to all grade 7 Integrated Literacy teachers at both middle schools.

#### Resources

##### Core

- Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: Research-Based Information Writing: Books, Websites, and Presentations* (Grade 6, Unit 3). Portsmouth, NH: Heinemann. 2013. Print.
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- teacher's own Reader's/Writer's Notebook

##### Supplemental

- teacher-selected informational mentor texts

#### Time Allotment

- Approximately four weeks

## UNIT 9

### Standards Review: Discovering Test-Taking Skills & Strategies

#### Unit Goals

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.6.9  | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |
| CCS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

CCS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.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.

### Unit Essential Questions

- How can I determine what a question is asking me?
- How can I use reading strategies to best understanding literary and informational text?
- How can I best answer a constructed-response question and different types of selected-response questions?
- How can I best respond to brief-write questions?

### Scope and Sequence

- Answering selected-response and constructed-response questions in discrete preparation for the Smarter Balanced assessment
- Ongoing word study of Latin and Greek roots

### Assured Assessments

Student performance on the following assessments will be included in the Trimester 3 report card.

#### Formative Assessments:

1. Smarter Balanced online practice tests
2. *Performance Coach* Assessment: Students will take the “Strand 2” assessment in *English Language Arts Common Core Performance Coach*.
3. Student participation within collaborative groups.
4. Application of root word knowledge in context in students’ written work.

### Resources

#### Core

- “Grade 6, Lesson 10: Analyze Texts Across Genres.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- “Grade 6, Strand 2 Assessment.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

- teacher's own Reader's/Writer's Notebook

Supplemental

- N/A

**Time Allotment**

- Approximately three weeks

## UNIT 10

### Book Clubs: Discovering the Strength that Lies Within

#### Unit Goals

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.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.  |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.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.   |
| CCS.ELA-Literacy.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.6.9  | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |
| CCS.ELA-Literacy.RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

CCS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Unit Essential Questions**

- How does one use one's strengths to positively impact oneself and others?
- How does collaboration impact our learning and communication with one another?

### **Scope and Sequence**

- Developing procedures and protocols for successful collaborative reading groups
- Participating in collaborative reading groups

- Completing formal oral presentations to supplement collaborative reading groups
- Reading and discussing in a group the elements of fiction and/or nonfiction as they apply to the group's selected book
- Ongoing word study of Latin and Greek roots

### **Assured Assessments**

Student performance on the following assessments will be included in the Trimester 3 report card.

#### Formative Assessments:

1. **Writer's Notebook:** Students' writing samples should be located in their Writer's Notebooks, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.
2. **Reader's Notebook:** Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.
3. Student participation within collaborative groups.
4. Application of root word knowledge in context in students' written work.

#### Summative Assessments:

1. **Technology Application:** Students will create book trailers or book advertisements using an appropriate technology application, and share to promote summer reading. A common rubric will be used to assess the project, and grades will be factored into the trimester grade in a manner common to all grade 6 Integrated Literacy teachers at both middle schools.

### **Resources**

#### Core

- Book Club Selections to include:
  - Anderson, Laurie Halse. *Chains*.
  - Anderson, Laurie Halse. *Fever 1793*.
  - Avi. *The True Confessions of Charlotte Doyle*.
  - DuPrau, Jeanne. *City of Ember*.
  - Frank, Anne. *The Diary of a Young Girl*.
  - Hesse, Karen. *Out of the Dust*.
  - Lamb, Christine, and Malala Yousafzai. *I Am Malala*.
  - Nielsen, Jennifer A. *A Night Divided*.
  - Paulsen, Gary. *Hatchet*.
  - Taylor, Theodore. *The Cay*.
- teacher's own Reader's/Writer's Notebook

Supplemental

- N/A

**Time Allotment**

- Approximately four weeks