

# TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

## GRADE 6 INTEGRATED LANGUAGE ARTS

*Draft for Pilot 2017-18*  
*(Last Revision Date: 2016)*

*Draft for Pilot 2017-18*  
*This document, presented to the Board of Education Curriculum Committee on Aug. 17, 2017, will be developed further during 2017-18, the first year of implementation. A full curriculum guide will be returned to the Curriculum Committee to be formally recommended for adoption by the full Board prior to the 2018-19 school year.*

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**Grade 6 Integrated Language Arts  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## 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 Language Arts 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.

## COURSE GOALS

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

CCS.ELA-Literacy.RL.6.1/RI.6.1      Use textual evidence to support analysis of texts.

CCS.ELA-Literacy.RL.6.2/RI.6.2	Use particular details to determine a theme or central idea of a text; summarize the text.
CCS.ELA-Literacy.RL.6.3/RI.6.3	Learn to see how ideas and themes develop and evolve over the course of a text.
CCS.ELA-Literacy.RL.6.4/RI.6.4	Understand the choices the author makes in words, sentences, and paragraph structure and how these choices contribute to the meaning and purpose of the text.
CCS.ELA-Literacy.RL.6.5/RI.6.5	Understand the choices the author makes in paragraph, chapter, or section structure and how these choices contribute to the meaning and purpose of the text.
CCS.ELA-Literacy.RL.6.6/RI.6.6	Explain how an author develops the point of view of the narrator or speaker of a text.
CCS.ELA-Literacy.RL.6.7/RI.6.7	Analyze different media to compare and contrast ideas presented in texts.
CCS.ELA-Literacy.RI.6.8	Understand and evaluate the arguments and claims presented in texts and analyze the supporting details.
CCS.ELA-Literacy.RL.6.9/RI.6.9	Compare and contrast ideas and structures of texts in different forms or genres.
CCS.ELA-Literacy.RL.6.10/RI.6.10	Read and comprehend literature, including stories, dramas, and poems, and 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.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.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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.6.2	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.

## 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.

## WRITING WORKSHOP YEAR AT A GLANCE

September – October	<u>Unit 1</u> : Personal Narrative: Crafting Powerful Life Stories
November – December	<u>Unit 2</u> : Research-Based Information Writing: Books, Websites, and Presentations
January – February	<u>Unit 3</u> : Persuasive Essays: Issue-Based Argumentation
April – May	<u>Unit 4</u> : The Literary Essay: From Character to Compare/Contrast

**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 Language Arts, 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.

## **WRITING, UNIT 1**

### **Personal Narrative: Crafting Powerful Life Stories**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| 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.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.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.

## Unit Essential Questions

- Why is it important to record/share personal events through writing?
- How is a personal narrative different from other types of writing?
- How do writers draw from their own experiences while writing?
- How do writers use narrative elements to create a story?
- How do writers use author’s craft techniques to enrich their writing?
- How do narrative writers use effective spelling, punctuation, and grammar?

## Scope and Sequence

Prior to Unit	Teach routines and procedures for Writing Workshop.
<b>Personal Narrative, Bend I: Launching Independent Writing Lives and Generating Personal Narratives</b>	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): Write an on-demand true story; plan, draft, revise, edit in one sitting (p. 206 <i>Writing Pathways</i> )
Lesson 1	Session 1: Setting Up to Write (p. 2)
Lesson 2	Session 2: Calling On All Strategies to Write Up a Storm (p. 12)
Lesson 3	Session 3: Writing from Moments that Really Matter (p. 23)
Lesson 4	Session 4: Telling the Story From the Narrator’s Point of View (p. 32)
Lesson 5	Session 5: Reading Closely to Learn from Other Authors (p. 42)
Lesson 6	Session 6: Taking Stock: Pausing to Assess and Set Goals (p. 51)
<b>Personal Narrative, Bend II: Moving Through the Writing Process and toward Our Goals</b>	
Lesson 7	Session 7: Rehearsing: Experimenting with Beginnings (p. 62)
Lesson 8	Session 8: Flash-Drafting: Get the Whole Story on the Page (p. 71)
Lesson 9	Session 9: Using Writer’s Notebooks for Mindful, Goal-Driven Work (p. 74)
Lesson 10	Session 10: Re-Angling and Rewriting to Convey What a Story Is <i>Really</i> About (p. 83)

Lesson 11	Session 11: Elaborating on Important Scenes and Adding New Ones from the Past (p. 96)
Lesson 12	Session 12: Using All Available Resources to Aid with Final Touches (p. 107)
<b>Personal Narrative, Bend III: Writing a Second Personal Narrative with New Independence</b>	
Lesson 13	Session 13: Taking Charge of the Writing Process: Deciding Where to Begin and How to Revise from the Get-Go (p. 112)
Lesson 14	Session 14: Slowing Down and Stretching Out the Story’s Problem (p. 119)
Lesson 15	Session 15: Ending Stories in Meaningful Ways (p. 131)
Lesson 16	Session 16: Editing Sentences for Rhythm and Meaning (p. 142)
Lesson 17	Session 17: Publishing and Celebrating as a Community of Writers (p. 145)
After Lesson 17	Students complete On-Demand Post-Assessment (45 mins.): Write an on-demand true story; plan, draft, revise, edit in one sitting (p. 206 <i>Writing Pathways</i> )

**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. (See p. 206 *Writing Pathways* for exact wording of prompt.) 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. 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. Student participation within collaborative groups.

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.

2. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand post-assessment in the narrative genre. (See p. 206 *Writing Pathways* for exact wording of prompt.) 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.

3. Writer's Notebook and published pieces

**Resources**

Core

- *Personal Narrative: Crafting Powerful Life Stories* (Grade 6, Unit 1)
- *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.
- teacher's own Writer's Notebook

Supplemental

- teacher-selected narrative mentor texts

**Time Allotment**

- September – October (approximately 20 workshop sessions)

## WRITING, UNIT 2

### Research-Based Information Writing: Books, Websites, and Presentations

#### Unit Goals

- TBD 2017-18

#### Unit Essential Questions

- TBD 2017-18

#### Scope and Sequence

<b>Research-Based Information Writing, Bend I: Writing Research-Based Informational Essays</b>	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): Write an on-demand informational essay; plan, draft, revise, edit in one sitting (p. 156 <i>Writing Pathways</i> )
Lesson 1	Session 1: Becoming Engaged with a Topic (p. 2)
Lesson 2	Session 2: Reading for a Wide View of a Topic: Teen Activism (p. 14)
Lesson 3	Session 3: Preparing to Write Informational Essays: Finding and Supporting Key Points (p. 23)
Lesson 4	Session 4: Structure Sets You Free: Using Prior Knowledge to Flash-Draft Essays (p. 32)
<b>Research-Based Information Writing, Bend II: Drafting and Revising Information Books on Focused Topics</b>	
Lesson 5	Session 5: The Trail of Research: Pursuing Information and Focusing in on Topics (p. 45)
Lesson 6	Session 6: Envisioning Structures to Plan an Information Book (p. 53)
Lesson 7	Session 7: Constructing Texts with Solid Bricks of Information (p. 64)
Lesson 8	Session 8: Research: Gathering Specific Information and Creating Meaning (p. 74)
Lesson 9	Session 9: Writing with Detail (p. 79)
Lesson 10	Session 10: Lifting the Level of Sentence Complexity (p. 89)

Lesson 11	Session 11: Using Text Features to Strengthen Writing (p. 98)
Lesson 12	Session 12: Planning Ready-to-Go Chapters (p. 110)
Lesson 13	Session 13: Quoting with a Purpose in Mind (p. 120)
Lesson 14	Session 14: Celebrating with a Book Exhibit Tour (p. 129)
<b>Research-Based Information Writing, Bend III: Digital Writing Projects: Sharing Expertise Online</b>	
Lesson 15	Session 15: Studying Digital Mentor Texts (p. 134)
Lesson 16	Session 16: Revising to Fit Digital Formats: Determining Importance (p. 144)
Lesson 17	Session 17: Pouring into Digital Forms . . . and Publishing (p. 152)
Lesson 18	Session 18: Celebration: Presentations, Feedback, Reflection (p. 156)
After Lesson 18	Students complete On-Demand Post-Assessment (45 mins.): Write an on-demand informational essay; plan, draft, revise, edit in one sitting (p. 156 <i>Writing Pathways</i> )

### Assured Assessments

Student performance on the following assessments will be included in the Trimesters 1 & 2 report card.

#### Formative Assessments:

##### 1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. (See p. 156 *Writing Pathways* for exact wording of prompt.) 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. This will help teachers plan for differentiation during the unit.

2. 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. Student participation within collaborative groups.

### 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.
2. Students will create and share a processed digital presentation to complement their published informational piece.
3. On-Demand Writing Sample  
Students will write a formative 45-minute, on-demand post-assessment in the informational genre. (See p. 156 *Writing Pathways* for exact wording of prompt.) 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.
4. Writer’s Notebook and published pieces

### Resources

#### Core

- *Research-Based Information Writing: Books, Websites, and Presentations* (Grade 6, Unit 3)
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- teacher’s own Writer’s Notebook

#### Supplemental

- teacher-selected informational mentor texts

### Time Allotment

- November – December (approximately 20 workshop sessions)

**WRITING, UNIT 3**  
**Persuasive Essays: Issue-Based Argumentation**  
*If . . . Then . . . Curriculum*

**Unit Goals**

- TBD 2017-18

**Unit Essential Questions**

- TBD 2017-18

**Scope and Sequence**

<b>Persuasive Essays: Issue-Based Argumentation, Bend I: Developing a Plan for an Argumentative Essay</b>	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): Write an on-demand issue-based essay; plan, draft, revise, edit in one sitting
Lesson 1	Session 1: Reminding Students about Basic Essay Structures through “Essay Boot Camp” (p. 33)
Lesson 2	Session 2: Choosing an Issue to Address and Developing Voice on That Issue (p. 34)
Lesson 3	Session 3: Writing Entries to Grow Ideas about the Issue (p. 35)
Lesson 4	Session 4: Developing an Image of an Argument Essay (p. 35)
Lesson 5	Session 5: Rethinking a Claim and Supports (p. 35)
<b>Persuasive Essays: Issue-Based Argumentation, Bend II: Drafting and Revising a Persuasive Essay</b>	
Lesson 6	Session 6: Getting In and Out of Illustrative Stories (p. 36)
Lesson 7	Session 7: Angling Stories to Make Points (p. 37)
Lesson 8	Session 8: Writing Introductions and Conclusions (p. 37)
Lesson 9	Session 9: Revising with Great Speeches in Mind (p. 38)
Lesson 10	Session 10: Analyzing Essays against a Checklist (p. 38)
<b>Persuasive Essays: Issue-Based Argumentation, Bend II:</b>	

<b>Try It Again, with a Twist: Research and Persuasive Essays</b>	
Lesson 11	Session 11: Using Past Learning to Get a Running Start on a New Piece (p. 39)
Lesson 12	Session 12: Using Texts to Shape Ideas about Topics (p. 39)
Lesson 13	Session 13: Developing and Organizing Essays (p. 40)
Lesson 14	Session 14: Drafting and Revising for Greater Sophistication (p. 40)
Lesson 15	Session 15: Creating Convincing Writing by Knowing Your Audience (p. 41)
Lesson 16	Session 16: Concentrating on Word Choice and Tone to Life the Level of an Essay (p. 41)
Lesson 17	Session 17: Celebration and Publication (p. 42)
After Lesson 17	Students complete On-Demand Pre-Assessment (45 mins.): Write an on-demand issue-based essay; plan, draft, revise, edit in one sitting

### **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 argumentative 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. 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. Student participation within collaborative groups.

#### Summative Assessments:

1. Students will choose an argumentative piece 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.

2. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand post-assessment in the argumentative 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.

3. Writer’s Notebook and published pieces

**Resources**

Core

- *If . . . Then . . . Curriculum: Persuasive Essays* (Grade 6)
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- teacher’s own Writer’s Notebook

Supplemental

- teacher-selected argumentative mentor texts

**Time Allotment**

- January – February (approximately 20 workshop sessions)

## WRITING, UNIT 4

### The Literary Essay: From Character to Compare/Contrast

#### Unit Goals

- TBD 2017-18

#### Unit Essential Questions

- TBD 2017-18

#### Scope and Sequence

<b>The Literary Essay, Bend I: Writing Strong Literary Essays</b>	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): Write an on-demand argument essay; plan, draft, revise, edit in one sitting (p. 110 <i>Writing Pathways</i> )
Lesson 1	Session 1: Essay Boot Camp (p. 2)
Lesson 2	Session 2: Growing Big Ideas from Details about Characters (p. 14)
Lesson 3	Session 3: Writing to Discover What a Character Really Wants (p. 24)
Lesson 4	Session 4: Crafting Claims (p. 35)
Lesson 5	Session 5: Conveying Evidence: Summarizing, Storytelling, and Quoting (p. 46)
Lesson 6	Session 6: Studying a Mentor Text to Construct Literary Essays (p. 54)
Lesson 7	Session 7: Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence (p. 65)
<b>The Literary Essay, Bend II: Elevating the Complexity of Literary Essays</b>	
Lesson 8	Session 8: Looking for Themes in the Trouble of a Text (p. 76)
Lesson 9	Session 9: Drafting Using All that You Know (p. 89)
Lesson 10	Session 10: First Impressions and Closing Remarks (p. 93)
Lesson 11	Session 11: Quoting Texts (p. 103)
Lesson 12	Session 12: Editing Inquiry Centers (p. 113)

<b>The Literary Essay, Bend III: Writing Compare-and-Contrast Essays</b>	
Lesson 13	Session 13: Building the Muscles to Compare and Contrast (p. 118)
Lesson 14	Session 14: Comparing and Contrasting Themes across Texts (p. 128)
Lesson 15	Session 15: Applying What You Have Learned in the Past to Today's Revision Work (p. 138)
Lesson 16	Session 16: Identifying Run-Ons and Sentence Fragments (p. 146)
Lesson 17	Session 17: Celebrating Literary Essays (p. 150)
After Lesson 17	Students complete On-Demand Post-Assessment (45 mins.): Write an on-demand argument essay; plan, draft, revise, edit in one sitting (p. 110 <i>Writing Pathways</i> )

### **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 argumentative genre. (See p. 110 *Writing Pathways* for exact wording of prompt.) 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. 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. Student participation within collaborative groups.

#### Summative Assessments:

1. Students will choose an argumentative piece 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.

##### 2. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand post-assessment in the argumentative genre. (See p. 110 *Writing Pathways* for exact wording of prompt.) 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.

### 3. Writer's Notebook and published pieces

#### **Resources**

##### Core

- *The Literary Essay: From Character to Compare/Contrast* (Grade 6, Unit 2)
- *Resources for Teaching Writing: Units of Study in Argument, Information, and Narrative Writing* CD-ROM
- teacher's own Writer's Notebook

##### Supplemental

- teacher-selected argumentative mentor texts

#### **Time Allotment**

- April – May (approximately 20 workshop sessions)

# **READING, UNIT 1**

## **Thinking on Your Own**

### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.   |
| CCS.ELA-Literacy.RL.6.2  | Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.                 |
| CCS.ELA-Literacy.RL.6.3  | Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.  |
| CCS.ELA-Literacy.RL.6.7  | Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live. |
| CCS.ELA-Literacy.RL.6.10 | 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**

- What is the value of thinking on my own?
- How do I come to a deeper understanding of what I read?

### **Scope and Sequence**

- Techniques for summarizing text
- The key elements of fiction
- Relevant key academic vocabulary
- How to cite text evidence to support analysis of a work
- How to describe the development of plot and character within a work
- Strategies for determining theme

### **Assured Assessments**

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

#### Formative Assessments:

1. **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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.
2. **Skills Assessment:** Students will apply unit skills as they read and respond to two fiction passages, 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 Language Arts teachers at both middle schools.

#### Summative Assessment:

1. **On-Demand Fiction Passage Response:** Students will apply unit skills as they read and respond to the short fiction passage “The House on Mango Street,” Cisneros’ short story from the novel *The House on Mango Street*.

#### Resources

##### Core

- *The Giver*. Dir. Phillip Noyce. Perf. Jeff Bridges and Meryl Streep. Anchor Bay, 2014. Film.
- “Grade 6, Lesson 1: Fiction.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.
- Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 2014. Print.
- Excerpts from Lois Lowry’s Newbery Medal acceptance speech.
- Cisneros, Sandra. “The Monkey Garden.” Print.
- Cisneros, Sandra. “The House on Mango Street.” Print.
- Paulsen, Gary. excerpt from *Woodsong*. Print.

##### Supplemental

- Angelou, Maya. “Life Doesn’t Frighten Me.”
- Frost, Robert. “The Road Not Taken.”
- Lennon, John. “Imagine,” lyrics and song.

#### Time Allotment

- Approximately seven weeks

## **READING, UNIT 2**

### **Tapping the Power of Nonfiction, Part 1**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RI.6.1  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.                                   |
| CCS.ELA-Literacy.RI.6.2  | Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.   |
| CCS.ELA-Literacy.RI.6.3  | Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.  |
| CCS.ELA-Literacy.RI.6.4  | In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.         |
| CCS.ELA-Literacy.RL.6.10 | 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 do I best select and use evidence to support my thinking?
- How do I summarize information from nonfiction text?
- What strategies can I use to help determine word meaning?
- How do I monitor my comprehension?

#### **Scope and Sequence**

- Describing the characteristics of different informational texts
- 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
- Citing text evidence to support analysis of a work

#### **Assured Assessments**

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

Formative Assessments:

1. 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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.

Summative Assessment:

1. On-Demand Nonfiction Passage Response: Students will apply unit skills as they read and respond to a nonfiction selection, effectively annotating and summarizing it.

**Resources**

Core

- James Herriot memoir
- student-selected text of biography or autobiography

Supplemental

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

**Time Allotment**

- Approximately three weeks

## **READING, UNIT 3**

### **Making Personal Change**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.3  | Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.  |
| CCS.ELA-Literacy.RL.6.7  | Analyze the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live. |
| CCS.ELA-Literacy.RL.6.10 | 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 cope with the conflict between selfishness and compassion?
- 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 forms of literature?
- How does the structure of dramatic text contribute to its meaning?

#### **Scope and Sequence**

- Reviewing 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 work
- Applying strategies for determining theme
- Comparing and contrasting various types of media

#### **Assured Assessments**

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

Formative Assessments:

1. 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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.

**Summative Assessment:**

1. Reading Response: Students will re-examine the Essential Questions of the unit and select one of the questions for response. Students will prepare and present a visual response for a gallery walk.

**Resources**

Core

- Dickens, Charles. *A Christmas Carol*. Print.

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

## **READING, UNIT 4**

### **Tapping the Power of Nonfiction, Part 2**

#### **Unit Goals**

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.6.5	Break down the structure of the text read to analyze how one component helps develop the ideas in that text.
CCS.ELA-Literacy.RI.6.6	Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.
CCS.ELA-Literacy.RI.6.7	Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.
CCS.ELA-Literacy.RI.6.8	Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.
CCS.ELA-Literacy.RI.6.9	Examine how two authors treat the same events, noting differences in genre.
CCS.ELA-Literacy.RL.6.10	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 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?
- What strategies can I use to understand the development of a claim throughout a text?
- How do I monitor my comprehension?
- How do I distinguish between fact and opinion?

#### **Scope and Sequence**

- Understanding the different structures of nonfiction text
- Reviewing the key elements of nonfiction text
- Analyzing key details in informational texts
- Reviewing an author’s use of text features
- Practicing summary writing

- Citing text evidence to support analysis of a work

### **Assured Assessments**

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

#### Formative Assessments:

1. **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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.
2. **Skills Assessment:** Students will apply unit skills as they read and respond to nonfiction passages, 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 Language Arts teachers at both middle schools.

#### Summative Assessment:

1. **On-Demand Nonfiction Passage Response:** Students will apply unit skills as they read and respond to a nonfiction selection, effectively annotating and explaining its development of a claim.

### **Resources**

#### Core

- current issue-based articles from newspapers, Newsela, primary source documents
- “Grade 6, Lessons 5 & 6.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.

#### Supplemental

- teacher-selected nonfiction selections, *Prentice-Hall Anthology: Literature and Literacy*, Penguin Edition. Print.
- current issues TED Talks and videos

### **Time Allotment**

- Approximately three weeks

## **READING, UNIT 5**

### **Overcoming Obstacles**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.4  | In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text. |
| CCS.ELA-Literacy.RL.6.5  | Break down the structure of the text read to analyze how one component helps develop the theme, setting, or plot.   |
| CCS.ELA-Literacy.RL.6.6  | Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.  |
| CCS.ELA-Literacy.RL.6.9  | Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.   |
| CCS.ELA-Literacy.RL.6.10 | 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 cope with the conflict between good and evil?
- How does author’s craft contribute to the meaning of a text?

#### **Scope and Sequence**

- The use of figurative language and connotative meaning
- The impact of tone, word choice, and point of view on meaning
- How to cite text evidence to support analysis of a work
- Strategies for determining theme
- Comparing and contrasting various types of media

#### **Assured Assessments**

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

#### Formative Assessments:

1. 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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.

#### Summative Assessment:

1. On-Demand Fiction Passage Response: Students will apply unit skills as they read and respond to two fiction passages, 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 Language Arts teachers at both middle schools.

#### Resources

##### Core

- “Grade 6, Lessons 7, 8, & 9.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.
- L’Engle, Madeline. *A Wrinkle in Time*. New York: Square Fish, 2007. Print.

##### 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.

#### Time Allotment

- Approximately six weeks

## **READING, UNIT 6**

### **Reviewing Reading Skills & Strategies**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.   |
| CCS.ELA-Literacy.RL.6.2  | Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.   |
| CCS.ELA-Literacy.RL.6.3  | Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.  |
| CCS.ELA-Literacy.RL.6.4  | In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text. |
| CCS.ELA-Literacy.RL.6.5  | Break down the text’s structure to analyze how one component helps develop the theme, setting, or plot.   |
| CCS.ELA-Literacy.RL.6.6  | Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.  |
| CCS.ELA-Literacy.RL.6.7  | Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.                                 |
| CCS.ELA-Literacy.RL.6.9  | Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.   |
| CCS.ELA-Literacy.RL.6.10 | 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  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.   |

CCS.ELA-Literacy.RI.6.2	Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.
CCS.ELA-Literacy.RI.6.3	Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.
CCS.ELA-Literacy.RI.6.4	In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.
CCS.ELA-Literacy.RI.6.5	Break down the structure of the text read to analyze how one component helps develop the ideas in that text.
CCS.ELA-Literacy.RI.6.6	Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.
CCS.ELA-Literacy.RI.6.7	Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.
CCS.ELA-Literacy.RI.6.8	Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.
CCS.ELA-Literacy.RI.6.9	Examine how two authors treat the same events, noting differences in genre.
CCS.ELA-Literacy.RL.6.10	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 can I use effective test-taking strategies including determining what a question is asking of me?
- How can I use reading strategies to best understand literary and informational text?
- How can I best answer a constructed-response question?

### **Scope and Sequence**

- Answering selected-response and constructed-response questions in discrete preparation for the Smarter Balanced assessment

**Assured Assessments**

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

Formative Assessments:

1. Independent Reading: in-class and homework assignments
2. “Grade 6, Lesson 10, & Strand 2 Review.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.
3. Smarter Balanced online practice tests

**Resources**Core

- “Grade 6, Lesson 10, & Strand 2 Review.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.

Supplemental

- N/A

**Time Allotment**

- Approximately three weeks

## **READING, UNIT 7**

### **Building Resiliency**

#### **Unit Goals**

At the completion of this unit, students will:

- |                          |   |
|--------------------------|---|
| CCS.ELA-Literacy.RL.6.1  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.   |
| CCS.ELA-Literacy.RL.6.2  | Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.   |
| CCS.ELA-Literacy.RL.6.3  | Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.  |
| CCS.ELA-Literacy.RL.6.4  | In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text. |
| CCS.ELA-Literacy.RL.6.5  | Break down the text’s structure to analyze how one component helps develop the theme, setting, or plot.   |
| CCS.ELA-Literacy.RL.6.6  | Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.  |
| CCS.ELA-Literacy.RL.6.7  | Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.                                 |
| CCS.ELA-Literacy.RL.6.9  | Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.   |
| CCS.ELA-Literacy.RL.6.10 | 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  | Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.   |

CCS.ELA-Literacy.RI.6.2	Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.
CCS.ELA-Literacy.RI.6.3	Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.
CCS.ELA-Literacy.RI.6.4	In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.
CCS.ELA-Literacy.RI.6.5	Break down the structure of the text read to analyze how one component helps develop the ideas in that text.
CCS.ELA-Literacy.RI.6.6	Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.
CCS.ELA-Literacy.RI.6.7	Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.
CCS.ELA-Literacy.RI.6.8	Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.
CCS.ELA-Literacy.RI.6.9	Examine how two authors treat the same events, noting differences in genre.
CCS.ELA-Literacy.RL.6.10	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 build resiliency in the face of hardships?
- How does participating in collaborative literature groups improve our understanding of what we read?

**Scope and Sequence**

- Developing procedures and protocols for successful collaborative reading groups
- Participating in collaborative reading groups
- Completing formal oral presentation to supplement collaborative reading groups
- Reading and discussing in groups the elements of fiction and/or nonfiction as they apply to the group’s selected book

## **Assured Assessments**

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

### Formative Assessments:

1. 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 (attached to Curriculum Guide) 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 Language Arts teachers at both middle schools.

### Summative Assessments:

1. Written: Following the Writing Workshop model, students will plan, draft, revise, edit, and publish a literary essay.
2. Technology Application: Students will create book trailers or book advertisements using an appropriate technology application, and share to promote summer reading.

## **Resources**

### Core

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

### Supplemental

- N/A

## **Time Allotment**

- Approximately four weeks

# ASSURED STUDENT PERFORMANCE RUBRICS

## Grade 6 Reader's Notebook Rubric

Score Levels	Content
4	<ul style="list-style-type: none"><li>• All required sections are complete.</li><li>• Notebook is well-thought-out and consistently reflects a deep understanding of what was read.</li><li>• Notebook includes thoughtful and appropriate text evidence when required.</li><li>• Notebook is consistently neat, legible, and organized.</li></ul>
3	<ul style="list-style-type: none"><li>• All required sections are complete.</li><li>• Notebook is well-thought-out and reflects a general understanding of what was read.</li><li>• Notebook includes text evidence when required.</li><li>• Notebook is neat, legible, and organized.</li></ul>
2	<ul style="list-style-type: none"><li>• Most required sections are complete.</li><li>• Notebook reflects a partial general understanding of what was read.</li><li>• Notebook includes little required text evidence.</li><li>• Notebook sometimes lacks neatness and organization.</li></ul>
1	<ul style="list-style-type: none"><li>• Many required sections are incomplete.</li><li>• Notebook reflects little to no understanding of what was read.</li><li>• Notebook lacks text evidence.</li><li>• Notebook consistently lacks neatness and organization.</li></ul>