Eagleswood Township Elementary School District
English Language Arts Curriculum
Grade 6

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Introduction and review, Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling	**September-October** 40 Days
Unit 2: Personal Narrative, Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling.	**November-January** 45 Days
Unit 3: Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling, NonFiction, Informational Writing, Research	**February-March** 45 Days
Unit 4: NonFiction,Concepts of Writing, Argument, Persuasive, and Opinion Writing, Fiction, Reading Comprehension, Grade level Grammar and Spelling	**April-June** 45 Days

Core materials:
Various Novel Sets
NonFiction articles, essays and texts

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 1:	Duration: 40 days
Standards	

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Describe how a particular a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.

RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 6.3a 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.

W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

Interdisciplinary Connections

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	
Computer Science and Design Thinking & Computer Science	
8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.s.	
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	

Essential Understandings	**Essential Questions**
• 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. • Identify reading interests, reading habits and patterns, self-select appropriate texts, and determine reading goals.	• What do effective readers do? • How do students identify themselves as readers? • How do I express myself clearly to others? • What do effective writers do? • How do students identify themselves as writers? • How do writers express themselves clearly to others?

● Use thinking, writing and talking to support comprehension before, during and after reading (stop and think, turn and talk, stop and jot, stop and write), effectively use tools to support reading (sticky notes, reading notebook, reading log, etc.), and participate in partnership, small group and whole class conversations about texts. ● Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds. ● Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others. ● Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience.	

Evidence of Student Learning

| **Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

You are in charge of helping a new student. Explain most important things about being a successful student in your classroom. Include the strategies you know that help you to be a better reader and those that help you to be a better writer. | **Other Assessments**
Formative
● Notebook Checklist Rubric
● Stop and Jots
● Reading Journals
● Observational Checklist
● Cite textual evidence from a cold read

Summative |

<mark>After discuss of advertising and writing as career choices, student are given the following direction.</mark> You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.	● Performance Task Rubric ● Unit assessment ● Published Narrative **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment A **Alternative** ● Reading Comprehension Questions as discussion ● Written Comprehension Responses ● Reading Response Journals

Knowledge and Skills	
Content	**Skills**
Students will... ● Learn about themselves as readers. ● Learn to self-select appropriate texts. ● Set goals for themselves as readers. ● Learn the expectations and routines for actively participating in a reading community. ● Learn how to participate in a range of conversations about texts. ● Learn how to follow agreed-upon rules and protocol for conversations. ● Learn how to prepare for conversations.	*Students will be able to …* ● Identify the structure, expectations, and routines in a reading class and make plans for themselves as readers. ● Develop an understanding of their own reading identities and reflect on their interests and histories as readers. ● Use their own identities to select well-matched texts across genres. ● Identify when meaning breaks down and then work to clear up confusion.

- Learn to identify the theme of a text from details in the text. - Learn to cite textual evidence to support analysis of text. - Learn to determine the central idea of a text and how it is conveyed. - Recognize the differences among books that entertain, inform, and persuade. - Develop habits of mind for engaging in a variety of texts. - Learn how to apply self-monitoring skills. - Learn how to determine the meaning of challenging vocabulary words and phrases in text. - Understand the elements of narrative writing	- Understand that they will be able to read more deeply when they activate prior knowledge about the genre, author, and topic. - Prepare for conversations through thinking, talking, and writing and will follow a clear protocol for conversations. - Use collected thinking to start conversations in a variety of ways. - Grow ideas about reading and use evidence from the text to support their ideas. - Track time and amount read to gather data for their own reflection. - Consider what they will read and when they will read it. - Understand the importance of book recommendations and identify a book that would be worthy of a book talk. - Jot down ideas and share with a partner using conversation protocol. - Identify story elements as a strategy for building comprehension. - Create a visual representation of a plot structure to understand plot development and to monitor and deepen their understanding.

	• Reflect on reading logs to better understand their own stamina and pacing and the circumstances that best support their reading.
	• Ask questions to notice elements of poetry and determine the meanings of poems.
	• Use text features and the text itself to determine the main idea of a section and the central idea of the nonfiction text.
	• Reflect on learning in order to set goals and make plans for themselves in order to grow as readers
	• Define, discuss, and identify narrative writing and some common elements of personal narratives
	• Understand how pacing is an important narrative technique writers use to tell th

Instructional Plan

Suggested Activities	Resources
Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.	Scavenger hunt sheets, genre reference sheet
Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build reading stamina and work with small groups to share and discuss.	Reading survey, reading log, independent reading books
Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.	Post-its, reader's notebook, independent reading books

Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.	Post-its, reader's notebook, independent reading books
Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	

English Language Learners

- Provide graphic organizers
- Extend time
- Reteach
- Small group instruction

Gifted and Talented

- Use higher level questioning

- Have students design questions
- Use choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"

Basic Skills/Economically Disadvantaged
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time

Special Education
- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

504
- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

- **modified** textbooks or audio-video materials.
- behavior management support.
- verbal testing.

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Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 2: Fiction Unit **Writing Personal Narratives**	**Duration:** 45 days
Standards	

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

RL 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

RL 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.

RL 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RL 6.7 Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting wheat they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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

L 6.1b Use intensive pronouns (e.g., *myself, ourselves*).

L 6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

L 6.2b Spell correctly.

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

    A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
    B. Maintain consistency in style and tone.

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L 6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

L 6.5a Interpret figures of speech (e.g., personification) in context.

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 express

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

W 6.3a 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.

W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W 6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.

W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W 6.3e Provide a conclusion that follows from the narrated experiences or events.

W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W 6.9b Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

Computer Science and Design Thinking & Computer Science

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., *W.6.8*).

Essential Understandings	Essential Questions
- Recognize the features of common types of fictional texts: fantasy, realistic and traditional literature (ex. folktales, fables, fairy tales, myths, etc.), and recognize the chronological text structure and techniques for showing passage of time - Ask critical questions about texts, characters and themes to clarify thinking; discuss texts with partners, in small groups, or with whole class - Create visual prompts such as sketching, mapping and view photographs to brainstorm memories, and to review important relationships and events that may inspire their writing. Use of transition words and phrases show movement across time and convey event sequence.	- How do the elements of fictional text affect each other? - How do good readers analyze fiction to deepen understanding? - How do writers use strategies to collect ideas that are meaningful to them when crafting their own stories? - How do writers develop a plan for their writing? - Define, discuss, and identify narrative writing and some common elements of personal narratives - Understand how pacing is an important narrative technique writers use to tell their stories. - Consider how to pace his or her story and determine where slowing down the moment would be an effective narrative technique

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose your favorite novel and write a short script for the actors.	**Other Assessments** **Formative** - Notebook Checklist Rubric - Stop and Jots - Reading Journals - Observational Checklist - Classroom and partner discussion using rubric **Summative** - Summative unit assessment

● Write a memoir from the point of view of a character from your independent reading novels and share with classmates. ● Write a narrative as a script to be acted out and recorded ● Create a scrapbook chronicling the events in a personal narrative you have read.	● Students will cite textual evidence from a cold read ● Students will engage effectively in a range of collaborative discussions using a behavior checklist. **Benchmark** ● *HMH Reading Inventory* ● *Linkit Assessment B* ● *End of Novel assessments* **Alternative** ● Stop & Jot Sentence Starters ● Reader's Response Sentence Starters ● Curriculum Based Assessments for fluency and/or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments

Knowledge and Skills	
Content	**Skills**
Students will... ● Recognize different types and structures of fiction (fantasy, traditional tales, and realistic)	*Students will be able to …* ● Identify elements of text structure, features of common types of fiction texts, draws inferences and

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● Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) ● Understand the narrative, chronological structure of fiction (beginning, middle, and end) ● Understand how to read a dramatic play differently from a narrative fiction text ● Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story ● Explain how writers develop the point of view of the narrator or speaker ● Ask questions to help clarify thinking and deepen understanding ● Use strategies before, during and after reading to enhance comprehension of texts ● Apply self-monitoring skills and strategies to determine the meaning of important vocabulary ● Identify a writer's tone and how it affects readers' emotional responses to a text ● Determine the themes of fiction stories ● Identify big ideas and supporting details within texts ● Compare texts in different forms that share similar themes and topics ● Deepen their understanding of author's purpose as it relates to the fiction genre	cites evidence from the text through assessment and written response journals. ● Understand that fiction is often organized chronologically and will pay attention to time shift signals ● Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. ● Understand characters and consider how and why they change ● Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. ● Identify the setting influence on the characters and conflict when reading historical fiction ● Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme ● Compare and contrast two text structures, in terms of their approaches to similar topics and themes. ● Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources

Instructional Plan	
Suggested Activities	**Resources**

Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book
Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. Many provide and Armistad connections.	www.readworks.org/books/passages/paired-passages

<mark>Many provide and Holocuast connections.</mark>	
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Access to free reading comprehension and writing exercises.	www.readtheroy.com

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Suggested Options for Differentiation

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English Language Learners

- Provide graphic organizers
- Allow extended time
- Use sentence starters, prompting and cueing
- Plan with teacher or strong student before beginning to write

Basic Skills/Economically Disadvantaged

Allow extended time
- Reteach
- Small group instruction
- Chunk text
- Summarize as you go
- Preview lesson, highlight key words
- Use sentence starters, prompting and cueing

Gifted and Talented

- Utilize choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"
- Expose to more sophisticated vocabulary

● Allow reader response extension
Special Education ● Follow all IEP modifications ● Provide differentiated instruction as needed ● Guided reading groups to reinforce skills ● Allow access to leveled books at student's independent levels ● Access to audiobooks ● Review smaller sections of text with students to ensure understanding ● Provide notes for mini-lessons to put into student's notebooks
504 ● Follow all 504 modifications ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● preferential seating. ● extended time on tests and assignments. ● reduced homework or classwork. ● verbal, visual, or technology aids. ● **modified** textbooks or audio-video materials. ● behavior management support. ● verbal testing.

Correlation Key

Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 3: Nonfiction, Informational Writing	**Duration:** 45 days
Standards	
RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	

RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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

   A. Introduce claim(s) and organize the reasons and evidence clearly.

    B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

    C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

    D Establish and maintain a formal/academic style, approach, and form.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

    B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

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

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

B. Use intensive pronouns (e.g., *myself, ourselves*).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

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

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., personification) in context.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

L 6.6 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.

Interdisciplinary Connections

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama)

Computer Science and Design Thinking
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Career Readiness, Life Literacies, and Key Skills
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.IML.9:
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2)

Essential Understandings	Essential Questions
- Identify different types of nonfiction text (Literary, Reference and Biography), recognize and use text features to determine importance and deepen understanding, and identify key signal words and elements of nonfiction structures (Description, Compare and Contrast, Chronological, Problem/Solution, Cause and Effect). - Use a variety of strategies to figure out meanings of unfamiliar words while reading, monitor for	- How do nonfiction readers understand the types, features and structures of nonfiction? - How can students self-monitor comprehension and use fix-up strategies when meaning breaks down? - How do good readers analyze nonfiction to deepen understanding? - How is a feature article different from other forms of information writing?

understanding, and use fix-up strategies to clear up confusion (reread, word parts, text features, etc.). ● Determine author's purpose, make inferences to identify big ideas, identify and evaluate arguments and claims, and synthesize ideas across multiple texts on the same subject. ● Demonstrate understanding of the organization, purpose and craft of feature article writing.	● How do nonfiction writers understand the types, features and structures of nonfiction? ● How do writers gather information and synthesize their research for the purpose of their writing?

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* ● You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features.	**Other Assessments** **Formative** ● Notes ● Reading Journals ● Teacher Observation ● Classroom and partner discussion using rubrics **Summative** ● Students will cite textual evidence from a cold read ● Mid-unit assessment ● Students will engage effectively in a range of collaborative discussions using a behavior checklist. ● Summative Unit Assessment ● *Linkit* Skills Assessments ***Benchmark*** ● *HMH Reading Inventory* ● *Linkit Assessment* ● *ReadyGen Benchmark* **Alternative** ● Reading Comprehension Questions

	● Quick Writes ● Anecdotal Notes ● Daily Journal Writing Prompts
Knowledge and Skills	
Content	**Skills**
Students will... ● Read a variety of types of nonfiction, including reference, literary nonfiction, and biography ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during and after reading to monitor and deepen comprehension ● Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading ● Use textual evidence to support thinking about nonfiction reading in both conversation and writing ● Infer an author's purpose or viewpoint ● Summarize and synthesize information to determine important ideas ● Analyze the impact of the author's language choices on the meaning and tone of the text ● Analyze and evaluate arguments presented in nonfiction texts ● Synthesize and compare information across texts and in various formats ● Determine and pursue meaningful goals for enhancing the reading of nonfiction	*Students will be able to …* ● Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. ● Identify common nonfiction features in order to navigate nonfiction text. ● Use understanding of text structures to support comprehension of nonfiction text. ● Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension. ● Determine the meaning of unfamiliar words using a variety of strategies. ● Identify and author's point of view and purpose in a nonfiction text. ● Identify central idea and supporting details in a nonfiction text. ● Monitor understanding of a text and use fix-up strategies when breaking down. ● Read closely and paraphrase dense, complex text in order to build understanding. ● Close read to identify factual information embedded in a story. ● Identify signal words in order to support comprehension.

	- Examine the description text structure and identify signal words for this structure. - Trace the development of an argument in nonfiction text and evaluate the merits of its claims. - Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. - Compare and contrast two text structures, in terms of their approaches to similar topics and themes. - Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources - Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.
Instructional Plan	

Suggested Activities	Resources
Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	Skyboys: How They Built the Empire State Building by Deborah Hopkinson and "The Empire State Building" by Ed. Combs

Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Example:Can We Save the Tiger?, Excerpts from *Zoobooks*
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, magazine articles, Appendix: Nonfiction
Students will create goals for enhancing reading of non-fiction texts.	
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com

Suggested Options for Differentiation

English Language Learners

- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words

Basic Skills/Economically Disadvantaged
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text, summarize as you go

● Preview lesson ● Highlight key words ● Use sentence starters, prompting and cuing ● Activate schema, build background knowledge ● Review games for reinforcement
Gifted and Talented ● Expose to more sophisticated vocabulary ● Allow reader response extension ● Allow to research topic of interest
Special Education ● Follow all IEP modifications ● Provide differentiated instruction as needed ● Access to audiobook ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels
504 ● Follow all 504 modifications ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● preferential seating. ● extended time on tests and assignments. ● reduced homework or classwork. ● verbal, visual, or technology aids. ● **modified** textbooks or audio-video materials. ● behavior management support.

● verbal testing.	

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 4: NonFiction, Argumentative Writing	**Duration:** 45 days
Standards	

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

RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

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.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

    C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

    D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

    E. Provide a concluding statement or section that follows from the argument presented.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

    A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

    B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

Computer Science and Design Thinking
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Career Readiness, Life Literacies, and Key Skills
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.IML.9: 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2)

Essential Understandings	Essential Questions
- Use nonfiction text features and structures to build knowledge, take notes to keep track of research, and use comprehension strategies before, during and after reading. - Use inquiry strategies to pose clarifying questions, investigate hypotheses, and build enduring content understanding from books, articles, videos and websites.	- How can important facts be identified in researching and taking notes? - How can scientific information be gathered from a variety of sources and apply it to their scientific research? - How can readers of science interpret information from visual representations of concepts? - How can science research be communicated effectively to an audience? - How does a writer determine a point of view?

- Analyze and evaluate information from visual representations of science concepts (illustrations, diagrams, models, and data charts). - Clearly communicates information, both orally and in writing, and demonstrates content understanding to an audience. - Demonstrate understanding of the organization, purpose and craft of argumentative writing. - Write and argumentative essay about your feeling concerning exploring and inhabiting the moon.	- How do writers of argumentative essays support their opinions? - How do writers gather information to craft effective argumentative essays?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
    - You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. - You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. - You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy	**Formative** - Notebook Checklist Rubric - Stop and Jots - Reading Journals - Observational Checklist - Classroom and partner discussion using rubric **Summative** - Students will cite textual evidence from a cold read - Mid-unit assessment - Students will engage effectively in a range of collaborative discussions using a behavior checklist. - Unit assessment

options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu.
 	
● You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product.
	Benchmark
	  ● *HMH Reading Inventory*
	  ● *Linkit Assessment C*
	  ● *ReadyGen Benchmark*
	
	Alternative
	  ● Reading Comprehension Questions
	  ● Written Comprehension Responses
	  ● Anecdotal Note Pages
	  ● Reading Response Journals
	  ● Rubric
	  ● Stop & Jot Sentence Starters
	  ● Reader's Response Sentence Starters

Knowledge and Skills	
Content	**Skills**

Students will...
  ● Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles
  ● Use knowledge of genre, text structure, and text features to support understanding
  ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension
	Students will be able to …
	  ● Understand the context of and purpose for reading and learning in the content areas.
	  ● Learn how essential questions help them build critical thinking skills and an understanding of extreme weather
	  ● Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another

- Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing
- Infer an author's purpose or viewpoint
- Determine important details in texts to summarize and notate key ideas and concepts
- Construct questions, give reasons, and share findings
- Analyze and interpret data, construct scientific explanations
- Obtain, evaluate and communicate information and then synthesize information across texts and in various format
- Write and publish a public service announcement about their topic of study while researching and using facts to develop their points
- Orally present their public service announcement with attention to purpose and audience
- Use mentor text to gain an understanding of purpose and structure of an argument
- Find thesis statements and evidence that supports the claims within mentor texts
- Validate the credibility of sources and how personal experiences can strengthen a claim
- Understand that quotes and descriptive language can strengthen the argument
- Identify potential arguments by examining personal, local, and national topics
- Select a topic that is defendable and can be researched

- Analyze scientific research and identify evidence of global warming and techniques for data collection.
- Comprehend complex information and processes of science by using sketching and diagrams to support thinking
- Understand that individuals contribute to scientific progress
- Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted
- Cites relevant textual evidence to support thinking about reading
- Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather
- Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement
- Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing
- Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims.

- Gather facts to support argument - Evaluate both sides of an argument - Write a strong thesis - Write middle paragraphs using topic sentences and evidence along with a counterargument - Include a call-to-action in conclusion - Make sure wording is specific to topic - Cite sources - Proofread and edit peer's papers - Write a strong title - Share essay with peers - Reflect on the writing and its meaning as part of the student's growth as a writer.	- Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. - Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.

Instructional Plan

Suggested Activities	Resources
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks

Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. <mark>Many provide and Armistad connections.</mark> <mark>Many provide and Holocuast connections.</mark>	www.readworks.org/books/passages/paired-passages
Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	

English Language Learners

- Allow students to verbalize before they write
- Provide graphic organizers
- Use cloze paragraphs
- Build background knowledge

Basic Skills/Economically Disadvantaged

● Chunk text ● Summarize as you go ● Preview lesson ● Use graphic organizers
Gifted and Talented ● Make use of pretesting ● Allow students to work ahead ● Provide choice board to extend learning ● Expose to more sophisticated vocab (Tier 3 vocab) ● Allow reader response extension ● Encourage higher order writing skills ● Provide higher level enriched text
Special Education ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● Access to audiobooks ● Review smaller sections of text with students to ensure understanding ● Provide notes for mini-lessons to put into student's notebooks ● Shorter writing assignments ● Preferential seating

504
- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- verbal testing.