

**Great Meadows, New Jersey
English Language Arts**

Sixth Grade

CURRICULUM GUIDE

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Board of Education
At the regular meeting held on 1/24/2017**

And

Aligned with the New Jersey Student Learning Standards for Language Arts

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Philosophy and Rational

New Jersey Student Learning Standards for English language arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. Students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on recognizing and discerning relevant text evidence to better answer critical thinking questions. As the year progresses, so will the text complexity whereby the standard is applied to more complex texts affording a deeper application of the standard. Students learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Source: NJ Student Learning Standards for English Language Arts

Mission Statement

The Great Meadows Regional School District will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment. And to build lifelong learners who will meet society's challenges. into and beyond the 21st century. To that end, it is anticipated that all students will achieve The NJ Student Learning Standards at all grade levels.

Scope and Sequence
Unit #1

Topic: Adversity, Conflict and Change

Reading Literature and Informational Text

Target Skills:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 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.
- 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.

Writing

Writing Mode: Constructed Response

Target Skills:

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

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.

Writing Mode: Narrative

Target Skills:

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

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

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section that follows from the narrated experiences and events.

Production and Distribution of Writing:

- 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.)
- 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.
- 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.
- Write routinely over extended time frames.

Speaking and Listening

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

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Language

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

- 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.
- 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.
- Sentence fluency/structure – transitioning from simple to compound/complex
- Pronoun usage: intensive, inappropriate shifts, vague pronouns
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Maintain consistency in style and tone.

Unit #2

Topic: Self – Family – World Connections

Reading Literature and Informational Text

Target Skills:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 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.
- 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.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 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.

Writing

Writing Mode: Literary Analysis

Target Skills:

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

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

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the argument presented.

Production and Distribution of Writing:

- 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.)
- 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.
- 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.
- Write routinely over extended time frames.

Speaking and Listening

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

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.

Language

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

- 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.
- 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.
- 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).
- Pronoun usage: intensive, inappropriate shifts, vague pronouns
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Maintain consistency in style and tone.

Unit #3

Topic: Tolerance and Acceptance

Reading Literature and Informational Text

Target Skills:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 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.
- 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.

- 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.
- 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.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 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.

Writing

Writing Mode: Expository essay

Target Skills:

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

- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).
- 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”).
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the argument presented.

Writing Mode: Research

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

Production and Distribution of Writing:

- 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.)
- 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.
- 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.
- Write routinely over extended time frames.

Speaking and Listening

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

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- 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.
- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 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).
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

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

- 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.
- 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.
- 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).
- Pronoun usage: intensive, inappropriate shifts, vague pronouns
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- 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.

Unit #4

Topic: Autonomy and Identity

Reading Literature and Informational Text

Target Skills:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 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.
- 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.
- 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.
- 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.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 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.
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

Writing Mode: Argument

Target Skills:

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.

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

Production and Distribution of Writing:

- 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.)
- 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.
- 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.
- Write routinely over extended time frames.

Speaking and Listening

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

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.
- Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 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).
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

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

- 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.

- 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.
- 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).
- Pronoun usage: intensive, inappropriate shifts, vague pronouns
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- 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.

Units

Unit 1: Topic: Adversity, Conflict and Change

Time Allotment: 10 weeks

Stage 1: Desired Results

Essential Questions:

- What problem-solving strategies can individuals use to manage conflict and change?
- Can coping with adversity have a positive outcome?
- How are people transformed through their relationships with others?
- What personal qualities can help you to deal with conflict and change?

Enduring Understandings:

- Readers use strategies to construct meaning.
- Authors write with different purposes in mind.
- Central ideas are conveyed through particular details that provide a summary of the text.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop effective communication skills by participating in collaborative discussions that build upon and react to the ideas of others.
- Command of conventions of standard English grammar and usage enhances one's ability to write and speak.

Content Standards

Reading Literature

Key Ideas and Details

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

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

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

Craft and Structure

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 the theme, setting, or plot.

Informational Text

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Writing

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.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening

- 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.
- 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.6.4. 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.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - C. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

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

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

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

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. 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.
- C. 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.6.6. 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.

Knowledge and Skills

SWBAT: Reading

- Close read, a process by which we analyze text (fiction and non-fiction), construct meaning about the information being communicated by an author within a print and/or non-print medium and write in response to textual based prompts.
- Make inferences using textual information and provide supporting evidence.
- Identify and analyze features of themes conveyed through characters, actions and images including text, film, audio, and live performance.
- Respond critically to an author's ideas, views, and beliefs.
- Recognize characterization, setting, plot, theme, and tone.
- Recognize sensory details, figurative language, connotation, literary devices, and technical meanings in fiction or informational text.

- Analyze how a particular sentence, chapter, scene, or stanza impacts the development of theme, setting, or plot.
- Analyze how text structure and format contributes to the development of ideas in informational text.
- Using a variety of print and electronic sources, research relevant topics.

SWBAT: Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Write single paragraph arguments to support claims with an introduction, clear reasons, relevant evidence, and conclusion.
- Write explanatory or informative single paragraph texts to examine a topic and convey ideas, concepts, and information.
- Use words, phrases or clauses to clarify the relationships among the claims and reasons.
- Use precise language and domain specific vocabulary to inform about the topic.
- Apply appropriate organizational patterns to support topic and purpose.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Organize information gathered from multiple digital and print sources.
- Assess the credibility of information gathered, quote or paraphrase data of others while avoiding plagiarism.
- Follow a standard format for citation.
- 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.
- Establish and maintain a formal style.
- 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.

SWBAT: Speaking and Listening

- Discuss specific issues within groups and model appropriate discussion techniques that involve speaking, listening, responding, and evaluating information.
- Prepare for a discussion based on an essential question.
- Work productively with others while participating in student led discussions in which goals and deadlines are set and met.
- Paraphrase major ideas and supporting evidence in formal and informal presentations, using multi- media when appropriate.
- Listen to and interpret a speaker's messages (verbal and non-verbal), then ask questions to clarify speaker's purpose and perspective.
- Engage in an informal or formal argumentation of an issue while distinguishing between credible and non-credible claims.
- Speak clearly and to the point, using conventions of language and oral presentation skills.

SWBAT: Language

- Use standard English grammar and usage when writing and speaking.
- Use pronouns in the proper case, number, and person.
- Apply rules of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown words and multiple meaning words based on grade 6 reading and content.
- Use context and grade appropriate Greek and Latin affixes and roots to determine word meaning.
- Consult print or digital reference materials to determine pronunciation, meaning, or part of speech.
- Check inferred word meaning of word by using context or dictionary.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Interpret figures of speech.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.
- Acquire and use grade appropriate and domain specific words and phrases.
- Gather vocabulary knowledge for comprehension or expression.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Standards based Benchmarks

Benchmarks – (embedded student proficiencies) computer based standardized grade level assessments

By the end of the year read and comprehend literary non-fiction and literature, including stories, dramas, and poems at grade level text-complexity. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods:

Reading Formative: (On-going) discussion, story quizzes, constructed response, reading comprehension tests (Holt: diagnostic), unit novel tests, writing pieces, oral presentations, projects, research reports

Writing Formative: (On-going)

Journaling, rough drafts of writing assignments, individual conferencing, peer discussion

Speaking and Listening Formative: (On-going)

Formal and informal observation in structured and unstructured setting.
Follow through of oral directions

Language Formative: (On-going)

Self/peer editing and reflection, individual conferencing, quick writes, quizzes, content area, writing

Summative: (Culminating)

Unit tests, novel tests, reading comprehension tests (Holt: midyear and summative) writing final drafts (narrative, information-based non-fiction), oral presentations, small and large group grade level projects

Stage 3: Learning Plan

This first unit of study focuses on overcoming adversity. Through a scaffolded approach, students will analyze literary non-fiction and fiction and begin to understand that they have the power to overcome adversity. They will also explore the value of family and friendships in the coping process.

Engage Students:

Authentic literature, literacy circles, group and partner projects, books on CD, Smartboard lessons, dramatize a scene from a text, themed/picture books, cross-curricular connections, software applications, and self-selected reading materials.

Provide differentiated instruction through any and all of the following strategies:
Written, visual, auditory and hands-on activities to meet all learning styles, modified worksheets for individual needs, chunking information presented and assessed, leveled supplemental books and individualized personal help for special needs and accelerated students.

Allow students to revise, rethink, refine, rethink by:
Reconsidering key assumptions through discussion, argumentation, paired/partnered reading, blogging, journal response, reflection logs, peer critiquing

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies and communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

Act responsibly with the interests of the larger community in mind

Integration of Digital Tools

- Individual chromebooks
- Google Classroom
- Student gmail accounts
- Technology Lab

~21st Century Skills adapted from GMRSD English Language Arts 2012 curriculum guide

Resources

Board Approved Novels

Board Approved Computer Programs – Newsela.com, Edmentum, Scholastic Scope Magazine (online)

Elements of Literature (Anthology & Resource books) Holt

Pearson Literature (Anthology and Resource books)

Individual student chromebooks

Google Classroom

Glencoe grammar resources

Teacher created materials

Unit 2: Topic: Self – Family – World Connections

Time Allotment: 10 weeks

Stage 1: Desired Results

Essential Questions:

- How does literature influence the way we think, act, and perceive the world?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?
- Are there any circumstances in which family and/or society should come before self?

Enduring Understandings:

- Reading expands understanding of the world, its people and oneself.
- Evaluation of an author's claims requires an examination of the quality of his or her evidence.
- Develop and strengthen writing as needed by planning, revising, editing, reflecting rewriting, or trying a new approach.
- Contributions to group discussion should follow careful preparation, include reflection upon ideas presented, and exhibit modification of viewpoint when appropriate.
- Develop and strengthen understanding of figurative language, word relationships, and nuances.

Content Standards

Literature

Key Ideas and Details

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

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

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

Craft and Structure

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 the theme, setting, or plot.

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

Integration of Knowledge and Ideas

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

Informational Text

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing

Text Types and Purposes

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.

- G. 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.
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Establish and maintain a formal/academic style, approach, and form.
- L. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

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.

Range of Writing

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.

Speaking and Listening

Comprehension and Collaboration

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.

- E. 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.
- F. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- G. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- H. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Language

Conventions of Standard English

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

- D. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- E. Use intensive pronouns (e.g., *myself*, *ourselves*).
- F. Recognize and correct inappropriate shifts in pronoun number and person.
- G. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

H. 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.

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

D. Spell correctly.

Knowledge of Language

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

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

D. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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.

D. 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.

E. 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.

F. 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.

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

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

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

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.

Knowledge and Skills

SWBAT: Reading

- Close read, a process by which we analyze text (fiction and non-fiction), construct meaning about the information being communicated by an author within a print and/or non-print medium and write in response to textual based prompts.
- Make inferences using textual information and provide supporting evidence.

- Identify and analyze features of themes conveyed through characters, actions and images including text, film, audio, and live performance.
- Respond critically to an author's ideas, views, and beliefs.
- Recognize characterization, setting, plot, theme, and tone.
- Recognize sensory details, figurative language, connotation, literary devices, and technical meanings in fiction or informational text.
- Analyze how a particular sentence, chapter, scene, or stanza impacts the development of theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in the text.
- Analyze how text structure and format contributes to the development of ideas in informational text.
- 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.
- Using a variety of print and electronic sources, research relevant topics.

SWBAT: Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Write single and multi-paragraph arguments to support claims with an introduction, clear reasons, relevant evidence, and conclusion.
- Write explanatory or informative single and multi-paragraph texts to examine a topic and convey ideas, concepts, and information.
- Use words, phrases or clauses to clarify the relationships among the claims and reasons.
- Use precise language and domain specific vocabulary to inform about the topic.
- Apply appropriate organizational patterns to support topic and purpose.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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").

- 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.
- Organize information gathered from multiple digital and print sources.
- Assess the credibility of information gathered, quote or paraphrase data of others while avoiding plagiarism.
- Follow a standard format for citation.
- 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.
- Establish and maintain a formal style.
- 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.

SWBAT: Speaking and Listening

- Discuss specific issues within groups and model appropriate discussion techniques that involve speaking, listening, responding, and evaluating information.
- Prepare for a discussion based on an essential question.
- Work productively with others while participating in student led discussions in which goals and deadlines are set and met.
- Paraphrase major ideas and supporting evidence in formal and informal presentations, using multi- media when appropriate.
- Listen to and interpret a speaker's messages (verbal and non-verbal), then ask questions to clarify speaker's purpose and perspective.
- Engage in an informal or formal argumentation of an issue while distinguishing between credible and non-credible claims.
- Speak clearly and to the point, using conventions of language and oral presentation skills.

SWABAT: Language

- Use standard English grammar and usage when writing and speaking.
- Use pronouns in the proper case, number, and person.
- Use intensive pronouns and avoid vague pronouns.
- Apply rules of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown words and multiple meaning words based on grade 6 reading and content.

- Use context and grade appropriate Greek and Latin affixes and roots to determine word meaning.
- Consult print or digital reference materials to determine pronunciation, meaning, or part of speech.
- Check inferred word meaning of word by using context or dictionary.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Interpret figures of speech.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.
- Acquire and use grade appropriate and domain specific words and phrases.
- Gather vocabulary knowledge for comprehension or expression.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Standards based Benchmarks

Benchmarks – (embedded student proficiencies) computer based standardized grade level assessments

By the end of the year read and comprehend literary non-fiction and literature, including stories, dramas, and poems at grade level text-complexity. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods:

Reading Formative: (On-going) discussion, story quizzes, constructed response, reading comprehension tests (Holt: diagnostic), unit novel tests, writing pieces, oral presentations, projects, research reports

Writing Formative: (On-going)

Journaling, rough drafts of writing assignments, individual conferencing, peer discussion

Speaking and Listening Formative: (On-going)

Formal and informal observation in structured and unstructured setting.
Follow through of oral directions

Language Formative: (On-going)

Self/peer editing and reflection, individual conferencing, quick writes, quizzes, content area, writing

Summative: (Culminating)

Unit tests, novel tests, reading comprehension tests (Holt: midyear and summative) writing final drafts (narrative, information-based non-fiction), oral presentations, small and large group grade level projects

Stage 3: Learning Plan

This second unit of study focuses on building an awareness of self vs. family within this ever connected world. Through a scaffolded approach, students will analyze literary non-fiction and fiction and begin to understand that there are universal themes that are of interest or concern cross-culturally. They will also explore the value of family and friendships.

Engage Students:

Authentic literature, literacy circles, group and partner projects, books on CD, Smartboard lessons, dramatize a scene from a text, themed/picture books, cross-curricular connections, software applications, and self-selected reading materials.

Provide differentiated instruction through any and all of the following strategies:

Written, visual, auditory and hands-on activities to meet all learning styles, modified worksheets for individual needs, chunking information presented and assessed, leveled supplemental books and individualized personal help for special needs and accelerated students.

Allow students to revise, rethink, refine, rethink by:

Reconsidering key assumptions through discussion, argumentation, paired/partnered reading, blogging, journal response, reflection logs, peer critiquing

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies and communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
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 - Respect and appreciate team diversity
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Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

Act responsibly with the interests of the larger community in mind

Integration of Digital Tools

- Individual chrombooks
- Google Classroom
- Student gmail accounts
- Technology Lab

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Resources

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Board Approved Computer Programs – Newsela.com, Edmentum, Scholastic Scope Magazine (online)

Elements of Literature (Anthology & Resource books) Holt

Pearson Literature (Anthology and Resource books)

Individual student chromebooks

Google Classroom

Glencoe grammar resources

Teacher created materials

Unit 3: Topic: Tolerance and Acceptance

Time Allotment: 10 weeks

Stage 1: Desired Results

Essential Questions:

- How does what we know about the world shape the way we view ourselves?
- How does family play a role in shaping our values and beliefs?
- How do individuals reconcile prejudice beliefs within a given society (e.g., moral beliefs conflicting with legal codes) and what can an individual do to overcome it?

Enduring Understandings:

- Readers develop a deeper understanding through reflection of text.
- A text provides key information that can be integrated with personal knowledge to create new understanding.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Determine how information from diverse media and formats impacts understanding.

Content Standards

Literature

Key Ideas and Details

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

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

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

Craft and Structure

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 the theme, setting, or plot.

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

Integration of Knowledge and Ideas

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

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

Informational Text

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing

Text Types and Purposes

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

- A. Introduce claim(s) and organize the reasons and evidence clearly.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

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

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

- O. Use appropriate transitions to clarify the relationships among ideas and concepts.
- P. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal/academic style, approach, and form.
- R. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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”).

Range of Writing

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.

Speaking and Listening

Comprehension and Collaboration

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.

- I. 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.
- J. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- K. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- L. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas

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.

Language

Conventions of Standard English

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

- I. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- J. Use intensive pronouns (e.g., *myself*, *ourselves*).
- K. Recognize and correct inappropriate shifts in pronoun number and person.
- L. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- M. 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.

- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- F. Spell correctly.

Knowledge of Language

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

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

F. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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.

G. 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.

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

I. 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.

J. 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.

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

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

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

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.

Knowledge and Skills

SWBAT: Reading

- Close read, a process by which we analyze text (fiction and non-fiction), construct meaning about the information being communicated by an author within a print and/or non-print medium and write in response to textual based prompts.
- Make inferences using textual information and provide supporting evidence.
- Identify and analyze features of themes conveyed through characters, actions and images including text, film, audio, and live performance.
- Respond critically to an author's ideas, views, and beliefs.
- Recognize characterization, setting, plot, theme, and tone.
- Recognize sensory details, figurative language, connotation, literary devices, and technical meanings in fiction or informational text.
- Analyze how a particular sentence, chapter, scene, or stanza impacts the development of theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in the text.
- Analyze how text structure and format contributes to the development of ideas in informational text.

- 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.
- Using a variety of print and electronic sources, research relevant topics.

SWBAT: Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Write single and multi-paragraph arguments to support claims with an introduction, clear reasons, relevant evidence, and conclusion.
- Write explanatory or informative single and multi-paragraph texts to examine a topic and convey ideas, concepts, and information.
- Use words, phrases or clauses to clarify the relationships among the claims and reasons.
- Use precise language and domain specific vocabulary to inform about the topic.
- Apply appropriate organizational patterns to support topic and purpose.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).
- 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.
- Organize information gathered from multiple digital and print sources.
- Assess the credibility of information gathered, quote or paraphrase data of others while avoiding plagiarism.
- Follow a standard format for citation.
- 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.
- Establish and maintain a formal style.
- 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.

SWBAT: Speaking and Listening

- Discuss specific issues within groups and model appropriate discussion techniques that involve speaking, listening, responding, and evaluating information.
- Prepare for a discussion based on an essential question.
- Work productively with others while participating in student led discussions in which goals and deadlines are set and met.
- Paraphrase major ideas and supporting evidence in formal and informal presentations, using multi-media when appropriate.
- Listen to and interpret a speaker's messages (verbal and non-verbal), then ask questions to clarify speaker's purpose and perspective.
- Engage in an informal or formal argumentation of an issue while distinguishing between credible and non-credible claims.
- Speak clearly and to the point, using conventions of language and oral presentation skills.

SWABAT: Language

- Use standard English grammar and usage when writing and speaking.
- Use pronouns in the proper case, number, and person.
- Use intensive pronouns and avoid vague pronouns.
- Apply rules of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown words and multiple meaning words based on grade 6 reading and content.
- Use context and grade appropriate Greek and Latin affixes and roots to determine word meaning.
- Consult print or digital reference materials to determine pronunciation, meaning, or part of speech.
- Check inferred word meaning of word by using context or dictionary.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Interpret figures of speech.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.
- Acquire and use grade appropriate and domain specific words and phrases.
- Gather vocabulary knowledge for comprehension or expression.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Standards based Benchmarks

Benchmarks – (embedded student proficiencies) computer based standardized grade level assessments

By the end of the year read and comprehend literary non-fiction and literature, including stories, dramas, and poems at grade level text-complexity. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods:

Reading Formative: (On-going) discussion, story quizzes, constructed response, reading comprehension tests (Holt: diagnostic), unit novel tests, writing pieces, oral presentations, projects, research reports

Writing Formative: (On-going)

Journaling, rough drafts of writing assignments, individual conferencing, peer discussion

Speaking and Listening Formative: (On-going)

Formal and informal observation in structured and unstructured setting.
Follow through of oral directions

Language Formative: (On-going)

Self/peer editing and reflection, individual conferencing, quick writes, quizzes, content area, writing

Summative: (Culminating)

Unit tests, novel tests, reading comprehension tests (Holt: midyear and summative) writing final drafts (narrative, information-based non-fiction), oral presentations, small and large group grade level projects

Stage 3: Learning Plan

This third unit of study focuses on tolerance and acceptance. Through a scaffolded approach, students will analyze literary non-fiction and fiction and begin to understand how individuals reconcile prejudice beliefs and what an individual can do to overcome it. They will also continue to explore the value of family and friendships in this process.

Engage Students:

Authentic literature, literacy circles, group and partner projects, books on CD, Smartboard lessons, dramatize a scene from a text, themed/picture books, cross-curricular connections, software applications, and self-selected reading materials.

Provide differentiated instruction through any and all of the following strategies:

Written, visual, auditory and hands-on activities to meet all learning styles, modified worksheets for individual needs, chunking information presented and assessed, leveled supplemental books and individualized personal help for special needs and accelerated students.

Allow students to revise, rethink, refine, rethink by:

Reconsidering key assumptions through discussion, argumentation, paired/partnered reading, blogging, journal response, reflection logs, peer critiquing

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies and communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams

- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

Act responsibly with the interests of the larger community in mind

Integration of Digital Tools

- Individual chrombooks
- Google Classroom
- Student gmail accounts
- Technology Lab

~21st Century Skills adapted from GMRSD English Language Arts 2012 curriculum guide

Resources

Board Approved Novels

Board Approved Computer Programs – Newsela.com, Edmentum, Scholastic Scope Magazine (online)

Elements of Literature (Anthology & Resource books) Holt

Pearson Literature (Anthology and Resource books)

Individual student chromebooks

Google Classroom

Glencoe grammar resources

Teacher created materials

Unit 4: Topic: Autonomy and Identity

Time Allotment: 10 weeks

Stage 1: Desired Results

Essential Questions:

- How do our personal experiences shape our view of ourselves and others?

- What personal qualities help people deal with conflict and change?
- What factors influence the formation of identity that remain true and authentic for her/himself?

Enduring Understandings:

- Readers develop a deeper understanding through reflection of text.
- Setting personal goals for advancing reading and comprehension proficiency is a lifelong process. Information from a variety of sources can be integrated to create a coherent understanding of a topic.
- Develop and strengthen speaking ability by using formal English when appropriate, eye contact, adequate volume, and clear pronunciation.
- Acquire and use academic and domain specific words and phrases in writing and speaking.

Content Standards

Literature

Key Ideas and Details

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

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

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

Craft and Structure

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 the theme, setting, or plot.

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

Integration of Knowledge and Ideas

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

RL.6.8. (Not applicable to literature)

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

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Informational Text

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

Text Types and Purposes

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

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

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

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

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

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

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.

- S. 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.
- T. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- U. Use appropriate transitions to clarify the relationships among ideas and concepts.
- V. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W. Establish and maintain a formal/academic style, approach, and form.
- X. 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.

- F. 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.
- G. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- H. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- I. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- J. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

- C. 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”).
- D. 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”).

Range of Writing

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.

Speaking and Listening

Comprehension and Collaboration

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.

- M. 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.
- N. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- O. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- P. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Presentation of Knowledge and Ideas

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.

Language

Conventions of Standard English

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

- N. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- O. Use intensive pronouns (e.g., *myself, ourselves*).

- P. Recognize and correct inappropriate shifts in pronoun number and person.
- Q. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- R. 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.

- G. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- H. Spell correctly.

Knowledge of Language

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

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

Vocabulary Acquisition and Use

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.

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

- J. Interpret figures of speech (e.g., personification) in context.
- K. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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.

Knowledge and Skills

SWBAT: Reading

- Close read, a process by which we analyze text (fiction and non-fiction), construct meaning about the information being communicated by an author within a print and/or non-print medium and write in response to textual based prompts.
- Make inferences using textual information and provide supporting evidence.
- Identify and analyze features of themes conveyed through characters, actions and images including text, film, audio, and live performance.
- Respond critically to an author's ideas, views, and beliefs.
- Recognize characterization, setting, plot, theme, and tone.
- Recognize sensory details, figurative language, connotation, literary devices, and technical meanings in fiction or informational text.
- Analyze how a particular sentence, chapter, scene, or stanza impacts the development of theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in the text.
- Analyze how text structure and format contributes to the development of ideas in informational text.
- 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.
- Using a variety of print and electronic sources, research relevant topics.

SWBAT: Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Write single and multi-paragraph arguments to support claims with an introduction, clear reasons, relevant evidence, and conclusion.
- Write explanatory or informative single and multi-paragraph texts to examine a topic and convey ideas, concepts, and information.
- Use words, phrases or clauses to clarify the relationships among the claims and reasons.
- Use precise language and domain specific vocabulary to inform about the topic.
- Apply appropriate organizational patterns to support topic and purpose.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).
- 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.
- Organize information gathered from multiple digital and print sources.
- Assess the credibility of information gathered, quote or paraphrase data of others while avoiding plagiarism.
- Follow a standard format for citation.
- 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.
- Establish and maintain a formal style.
- 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.

SWBAT: Speaking and Listening

- Discuss specific issues within groups and model appropriate discussion techniques that involve speaking, listening, responding, and evaluating information.
- Prepare for a discussion based on an essential question.
- Work productively with others while participating in student led discussions in which goals and deadlines are set and met.
- Paraphrase major ideas and supporting evidence in formal and informal presentations, using multi- media when appropriate.
- Listen to and interpret a speaker’s messages (verbal and non-verbal), then ask questions to clarify speaker’s purpose and perspective.
- Engage in an informal or formal argumentation of an issue while distinguishing between credible and non-credible claims.
- Speak clearly and to the point, using conventions of language and oral presentation skills.

SWABAT: Language

- Use standard English grammar and usage when writing and speaking.
- Use pronouns in the proper case, number, and person.
- Use intensive pronouns and avoid vague pronouns.
- Apply rules of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to set off nonrestrictive/parenthetical elements.
- Spell correctly.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown words and multiple meaning words based on grade 6 reading and content.
- Use context and grade appropriate Greek and Latin affixes and roots to determine word meaning.
- Consult print or digital reference materials to determine pronunciation, meaning, or part of speech.
- Check inferred word meaning of word by using context or dictionary.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- Interpret figures of speech.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.
- Acquire and use grade appropriate and domain specific words and phrases.
- Gather vocabulary knowledge for comprehension or expression.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Standards based Benchmarks

Benchmarks – (embedded student proficiencies) computer based standardized grade level assessments

By the end of the year read and comprehend literary non-fiction and literature, including stories, dramas, and poems at grade level text-complexity. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 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. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods:

Reading Formative: (On-going) discussion, story quizzes, constructed response, reading comprehension tests (Holt: diagnostic), unit novel tests, writing pieces, oral presentations, projects, research reports

Writing Formative: (On-going)

Journaling, rough drafts of writing assignments, individual conferencing, peer discussion

Speaking and Listening Formative: (On-going)

Formal and informal observation in structured and unstructured setting.
Follow through of oral directions

Language Formative: (On-going)

Self/peer editing and reflection, individual conferencing, quick writes, quizzes, content area, writing

Summative: (Culminating)

Unit tests, novel tests, reading comprehension tests (Holt: midyear and summative) writing final drafts (narrative, information-based non-fiction), oral presentations, small and large group grade level projects

Stage 3: Learning Plan

This fourth unit of study focuses on autonomy and identity. Through a scaffolded approach, students will analyze literary non-fiction and fiction and begin to understand that certain personal qualities help people deal with conflict and influence the formation of identity.

Engage Students:

Authentic literature, literacy circles, group and partner projects, books on CD, Smartboard lessons, dramatize a scene from a text, themed/picture books, cross-curricular connections, software applications, and self-selected reading materials.

Provide differentiated instruction through any and all of the following strategies:

Written, visual, auditory and hands-on activities to meet all learning styles, modified worksheets for individual needs, chunking information presented and assessed, leveled supplemental books and individualized personal help for special needs and accelerated students.

Allow students to revise, rethink, refine, rethink by:

Reconsidering key assumptions through discussion, argumentation, paired/partnered reading, blogging, journal response, reflection logs, peer critiquing

Integration of 21st Century Skills

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Information Literacy

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

- Use digital technologies and communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

Act responsibly with the interests of the larger community in mind

Integration of Digital Tools

- Individual chrombooks
- Google Classroom
- Student gmail accounts
- Technology Lab

~21st Century Skills adapted from GMRSD English Language Arts 2012 curriculum guide

Resources

Board Approved Novels

Board Approved Computer Programs – Newsela.com, Edmentum, Scholastic Scope Magazine (online)

Elements of Literature (Anthology & Resource books) Holt

Pearson Literature (Anthology and Resource books)

Individual student chromebooks

Google Classroom

Glencoe grammar resources

Teacher created materials

New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/2016/ela/>

Integration of 21st Century Theme(s)

Adapted from:

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English Language Arts**

Sixth Grade

CURRICULUM GUIDE 2012