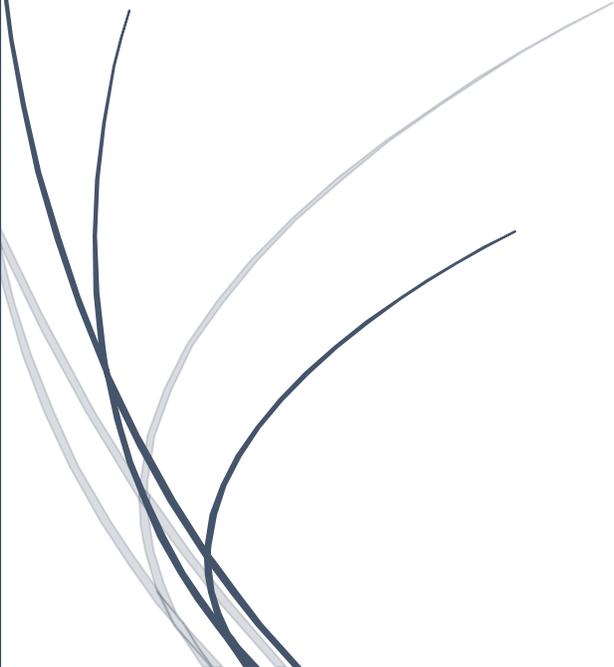


Adopted: September 2017

# Language Arts Literacy

6th Grade Curriculum



## Unit 1 Launching

### Syllabus 1

**Launching Interactive Student Notebook and Writer’s Notebook**

**Vocabulary: Greek and Latin Roots**

**Responding with RACERS**

**Pretesting: Achieve 3000 Lexile Levels, Link It, District Holistic Writing Assessment**

**Project: Fiction Independent Reading Project (Due at the end of Marking Period 1)**

<p><u>Essential Questions:</u></p> <p>How can using the RACERS strategy improve responses to a literary question?</p> <p>How can understanding Greek and Latin roots assist in identifying unknown words?</p> <p>What close reading skills help the reader to discover the central idea of a text?</p>	<p><u>Objectives (SWBAT):</u></p> <ul style="list-style-type: none"> <li>-Identify the meaning of various Greek and Latin roots</li> <li>-Use RACERS to construct an open-ended response to text.</li> <li>- Utilize a fiction independent reading book to encourage, support, and motivate independent reading by appealing to different learning styles and offering students multiple choices when responding to books.</li> <li>-Students’ levels will be ascertained by the use of the pre-assessments in the area of language arts, focusing on reading and writing.</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>-Complete activities using Greek and Latin roots from a weekly word list.</li> <li>-Greek and Latin roots weekly test</li> <li>-Set up the Interactive student notebooks and Writer’s Notebooks.</li> <li>-Use a sample article in Achieve 3000 to implement the RACERS strategy.</li> <li>-Read Achieve 3000 articles to develop close reading skills such as previewing the text, developing guiding questions about the text, and answering open-ended questions.</li> <li>-Take Achieve 3000 Level Set test.</li> <li>-Take Link It test.</li> <li>-Take district holistic writing assessment.</li> </ul>	<p><u>Standards:</u></p> <p><b>RI.6.1, .2, .5, .7, .8</b>  <b>W.6.1A, .1B, .1D, .1E</b>  <b>SL.7.1A, .1B</b>  <b>L.6.1A, .4B</b></p>
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## Unit 2 Elements of Fiction

### Syllabus 2

**Fiction Literary Terms**

**Fiction Text Structure**

**Fiction Signposts**

**Vocabulary: Greek and Latin Roots continued, Domain-Specific Vocabulary**

**G.U.M: Review of Nouns, Verbs, Adjectives, and Adverbs**

<p><b>Simple, compound, and complex sentences</b>  <b>Independent and dependent clauses</b></p>			
<p><u>Essential Questions:</u>                  How can understanding Greek and Latin roots assist in identifying unknown words?                   How does understanding fiction text structure help to develop comprehension of a text?</p>	<p><u>Objectives</u>  <b>(SWBAT):</b>                  -Identify the meaning of various Greek and Latin roots                  -Identify and create sentences as a combination of clauses and identify clauses as independent/dependent.                  - Write three different types of sentences, including the use of coordinating and subordinating conjunctions.                  - Identify and use all types of nouns                  -Identify and use all types of verbs.                  -Identify and use all types of adjectives.                  -Students will identify fiction literary class terms.                  -Identify parts of the plot pyramid.                  -Identify fiction signposts in fiction text to aid in close reading.</p>	<p><u>Activities:</u>                  -Continue activities using Greek and Latin roots from a weekly word list.                  -Weekly Greek and Latin roots test.                  -Use the <i>Strategies for Writers</i> textbook and class notes to write a variety of sentences.                  -Use PowerPoint presentations for notes on literary fiction terms.                  -Use short stories to identify examples of literary fiction terms.                  -Create plot pyramid poster using short stories.                  -Utilize various fiction short stories to identify fiction signposts.                  -Achieve 3000                  -Grammar review test                  -Sentences and Clauses test</p>	<p><u>Standards:</u>  <b>RL.6.1, .5</b>  <b>L.6.1, .3.A, .4.B</b></p>
<p><b>Unit 3 Realistic Fiction/Personal Narratives</b></p>			
<p><b><u>Syllabus 3</u></b>  <b>Fiction Signposts (continued)</b>  <b>Literary Elements</b>  <b>Vocabulary: Greek and Latin Roots Continued, Novel Specific Vocabulary</b>  <b>G.U.M: Run On Sentences and Fragments</b>  <b>Personal Narratives</b></p>			
<p><u>Essential Questions:</u>                  -How does setting reveal character?</p>	<p><u>Objectives</u>  <b>(SWBAT):</b>                  -Utilize close reading strategies.                  -Identify the meaning of various Greek and Latin roots</p>	<p><u>Activities:</u>                  -Watch a Louis Sachar interview and discuss the author.                  -Read and discuss an article on the juvenile justice system.</p>	<p><u>Standards:</u>  <b>RI.6.1,2 .3, .4, .5, .6,7</b>  <b>W.6.3 A, B, C, D, E</b>  <b>W.6.4,5,6</b>  <b>L.6.1,2,3</b></p>

<p>-How does the author use literary elements to invoke interest?</p> <p>-How do people grow and change to adapt to difficult situations?</p> <p>-How do the defining elements differentiate between each genre of writing?</p> <p>-What can we learn about ourselves through our own personal writing?</p> <p>-Why does using the writing process make one a better writer?</p>	<p>-Use the following vocabulary strategies to aid in the knowledge of unknown words: A) Use of context B) Definition and/or synonyms C) Use of conjunctions to recognize relationships, knowledge of prefix, suffixes, and roots.</p> <p>-Introduce background knowledge of the author and the juvenile justice system.</p> <p>-Use of literary skills by reading orally/silently to improve vocabulary and comprehension.</p> <p>-Identify author's purpose to persuade, to entertain, or to inform.</p> <p>-Identify what a setting is and components that make up a setting.</p> <p>-Apply setting components to the book <i>Holes</i>.</p> <p>Student will answer open-ended questions in RACERS format.</p> <p>-Identify literary devices, which include theme, flashback, characterization, symbolism, theme and storylines as it applies to reading.</p> <p>-Define characterization and how it applies to the character Stanley.</p> <p>-Understand the terms internal and external conflicts.</p> <p>-Draw inferences from the text.</p> <p>-Compare and contrast book to movie.</p> <p>-Read nonfiction on westward expansion and Chief Joseph's speech "Words of Surrender."</p> <p>-Students will analyze the Native American experience during westward expansion and how it applies to civil rights.</p> <p>-Identify run ons, comma splices, and fragments in sentences and in writing.</p> <p>-Identify elements in a personal narrative.</p> <p>-Brainstorm ideas for personal narratives.</p> <p>-Zoom in on a small moment.</p> <p>-Format dialogue.</p>	<p>-Use a mind map to identify fiction signposts to aid in close reading of the novel "Holes".</p> <p>-Develop a guiding question and use a 4 corners activity in conjunction with Chief Joseph's speech "Words of Surrender."</p> <p>-Define novel vocabulary.</p> <p>-Read and discuss the novel "Holes".</p> <p>-Continue activities using Greek and Latin roots from a weekly word list.</p> <p>-Weekly Greek and Latin roots test.</p> <p>-Take notes in the Interactive Student Notebooks on setting inference, theme, characterization, and conflict.</p> <p>-Complete activities on setting inference, theme, characterization, and conflict.</p> <p>-Analyze quotes from the novel.</p> <p>-Complete comprehension questions.</p> <p>-Watch the movie "Holes", and use a Venn diagram to compare/contrast the movie and the book.</p> <p>-Take novel test/quizzes throughout the novel.</p> <p>-Achieve 3000</p> <p>-Use PowerPoint presentations for notes on run-ons, fragments, and comma splices.</p> <p>-Use the <i>Strategies for Writers</i> textbook to identify fragments, run-ons, and comma splices in writing.</p> <p>-Create an anchor chart with the elements of a personal narrative, and look for those elements while reading samples.</p> <p>-Run on sentence and fragment test.</p> <p>-Create t-charts in the writer's notebook to develop ideas for the personal narrative.</p> <p>-Story tell small moments to a partner and write them out in the writer's notebook.</p> <p>-Take notes on dialogue and rewrite narrative drafts using dialogue.</p> <p>- Provide handout with strong beginnings and endings for the Interactive Student Notebooks.</p> <p>-Complete a hook hunt activity.</p> <p>-Select a strong beginning/ending to write in the writer's notebooks.</p> <p>-Take notes on paragraphing in the Interactive student notebooks to utilize in personal narratives.</p>	<p><b>L.6.4.A, B, C</b> <b>SL.6.6</b></p>
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	<ul style="list-style-type: none"> <li>-Identify strong beginnings and endings.</li> <li>-Utilize proper paragraphing.</li> <li>-Show tone of the author in a personal narrative.</li> <li>-Use appropriate capitalization and punctuation in all writing.</li> <li>-Realize editing includes: conferencing, making corrections in writing conventions and publishing to create a final product written, oral, or multimedia appropriate to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Peer edit rough drafts.</li> <li>-Author Share Day</li> <li>-Present independent reading project</li> </ul>	
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**Unit 4 Literary Analysis/Close Reading of Nonfiction Text**

**Syllabus 4**

**Literary Analysis Essay**

**Nonfiction Close Reading**

**Annotating Text**

**Vocabulary: Greek and Latin Roots**

**G.U.M: Pronouns**

**Projects: Jigsaw presentations and Nonfiction Independent reading projects.**

<p><b><u>Essential Questions:</u></b> How can we use literary analysis to develop theories about a text's character development through written responses?</p>	<p><b><u>Objectives (SWBAT):</u></b>  <ul style="list-style-type: none"> <li>-Identify the meaning of various Greek and Latin roots.</li> <li>-Develop theories about a character from "Holes".</li> <li>-Test theories by finding text evidence.</li> <li>-Introduce the structure of a literary analysis essay.</li> <li>-Write a claim for their theory.</li> <li>-Collect evidence to support claims.</li> <li>-Create a plan for the essay.</li> <li>-Learn how to paraphrase and write direct quotes.</li> </ul> </p>	<p><b><u>Activities:</u></b>  <ul style="list-style-type: none"> <li>-Continue activities using Greek and Latin roots from a weekly word list.</li> <li>-Weekly Greek and Latin roots test.</li> <li>-Achieve 3000</li> <li>-Take notes on annotating text.</li> <li>-Practice annotating text using short articles and stories.</li> <li>-Take notes on the structure of a literary analysis essay.</li> <li>-Review examples of literary analysis essays.</li> <li>-Take notes on how to develop a theory about a character.</li> <li>-Select a character from "Holes" and develop a theory in the writer's notebook.</li> <li>-Use the novel, "Holes" to find text evidence for the character theories.</li> </ul> </p>	<p><b><u>Standards:</u></b>  <b>RI.6.1, .2, .3, 4, .10</b>  <b>RI.6.2.1, .2,,3, .7, .8, .9</b>  <b>L.6.1 A, B, C, D, E</b>  <b>L.6.2 A, B</b>  <b>L.6.3 A, B</b>  <b>L.6.4.A, B, C</b>  <b>W.6.3 A, B, C, D, E</b>  <b>SL.6.1. A, .2,.4, .6</b></p>
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	<ul style="list-style-type: none"> <li>-Use appropriate capitalization and punctuation in all writing.</li> <li>-Realize editing includes: conferencing, making corrections in writing conventions and publishing to create a final product written, oral, or multimedia appropriate to the audience.</li> <li>-Identify strong beginnings and endings.</li> <li>-Closely “read” details in images.</li> <li>-Use guiding questions to look closely for details in a text.</li> <li>-Compare and contrast text based on the same topic.</li> <li>-Identify subject, object, personal, possessive, indefinite, antecedents pronouns in writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a claim for character theories using notes on claims.</li> <li>-Use a graphic organizer to develop a layout for the literary analysis essay.</li> <li>-Take notes on how to paraphrase and write direct quotes in the Interactive Student Notebooks.</li> <li>-Draft an introductory and concluding paragraph using notes.</li> <li>-Write rough drafts.</li> <li>-Peer edit student work.</li> <li>-Present final copies to the class.</li> <li>-Examine images in small groups using guiding questions to focus on details.</li> <li>-Use multimedia to develop guiding questions about wolves.</li> <li>-Use guiding questions to closely read various articles about wolves.</li> <li>-Use guiding questions to compare and contrast articles on the same topic.</li> <li>-Develop a jigsaw presentation to teach articles to groups using text evidence, key details, and guiding questions.</li> <li>-Use Strategies for Writers textbook to identify subject, object, personal, possessive, indefinite, antecedents.</li> <li>-Present independent reading projects</li> </ul>	
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**Unit 5 Drama/Argumentative Writing**

**Syllabus 5**

**Myths and Legends**

**Drama and Fantasy Genres**

**Characterization**

**Book Club Discussion**

**Fishbowl Debate**

**Argumentative Writing**

<b>Vocabulary: Greek and Latin Roots and Novel Specific Vocabulary</b> <b>Project: Fiction Independent Reading Project</b>			
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>-Why are myths and legends important to one’s culture?</li>   <li>-How does the novel help a reader to gain insight into character development?</li>   <li>-How does the ability to recognize and use the correct forms of pronouns in a sentence help an author write more effectively?</li>   <li>-How can argumentative writing be crafted, so it motivates and influences a reaction from its audience?</li>   <li>-Why is being able to conduct internet research effectively important?</li> </ul>	<p><u>Objectives (SWBAT):</u></p> <ul style="list-style-type: none"> <li>-Identify the meaning of various Greek and Latin roots.</li> <li>- Understand the development of characters during the course of a novel.</li> <li>-Understand background knowledge of issues presented in the novel.</li> <li>-Identify the theme and analyze elements of a storyline such as introduction, rising action, climax, falling action, resolution.</li> <li>-Compare and contrast book to movie as well as book to poem.</li> <li>-Define academic and general specific words from the text.</li> <li>-Increase comprehension by answering questions citing evidence from the text.</li> <li>-Discuss heraldry symbols and their meanings and individually draw their family coat of arms.</li> <li>-Understand collegial rules of discussions such as sustaining focus on main ideas, having quality in responses, including textual references, demonstrating preparedness, etc.</li> <li>-Evaluate arguments and specific claim and judge validity of evidence.</li> <li>-Read and comprehend informational text proficiently.</li> <li>-Determine a website’s credibility when conducting research.</li> <li>-Write arguments to support claims using valid reasoning.</li> <li>-Produce clear and coherent writing appropriate to audience.</li> <li>-Plan, revise, edit, and rewrite to strengthen writing.</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>-Continue activities using Greek and Latin roots from a weekly word list.</li> <li>-Weekly Greek and Latin roots test.</li> <li>-Read and discuss “Freak the Mighty”.</li> <li>-Complete a webquest on issues presented in the novel.</li> <li>-Discuss what legends are and read samples.</li> <li>-Complete a coat of arms activity.</li> <li>-Complete novel test and quizzes.</li> <li>-Define vocabulary words and complete vocabulary sentences.</li> <li>-Complete an online digital notebook to track characterization, settings, theme.</li> <li>-Write chapter summaries.</li> <li>-Complete book club discussions on parts of the novel using an online book club discussion guide.</li> <li>-Complete a fishbowl activity after reading about the pros and cons of the use of bionic body parts in competitive sports.</li> <li>-Compare and contrast the book and the movie using a Venn diagram.</li> <li>-Achieve 3000.</li> <li>-Assign nonfiction independent reading project.</li> <li>-Take notes on the structure of an argumentative essay.</li> <li>-Review examples of an argumentative essay.</li> <li>-Take notes on finding credible websites.</li> <li>-Conduct internet research on an argumentative topic of the student’s choosing, and take notes in a Google doc.</li> <li>-Develop a claim for the argumentative essay.</li> <li>-Write a counterargument using notes in the Interactive Student notebook.</li> <li>-Use a graphic organizer to develop a layout for the literary analysis essay.</li> <li>-Draft an introductory and concluding paragraph using notes.</li> <li>-Write rough drafts.</li> <li>-Peer edit student work.</li> <li>-Present finished writing.</li> </ul>	<p><u>Standards:</u></p> <p><b>RI.6.1, .2, .6</b>  <b>W.6.1, .4, .5, .6, .7, .8, .9, .10</b>  <b>SL.6.3, .4, .6</b>  <b>L.6.1, .2, .3, .4B, C, .6</b></p>

	<ul style="list-style-type: none"> <li>-Use relevant information from multiple sources, avoiding plagiarism by paraphrasing or quoting.</li> <li>-Utilize transitions effectively.</li> <li>-Publish and present writing.</li> </ul>		
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**Unit 6 Close Reading Speeches/Evidence Based Claims/Cause and Effect Essay**

**Syllabus 6**

**Nonfiction/Speeches**

**Writing Evidence Based Claims**

**Cause and Effect Essay**

**Vocabulary: Greek and Latin Roots and Domain Specific Vocabulary**

<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>-How can we use speeches to develop evidence based claims?</li> <li>-How do authors show cause and effect relationships?</li> </ul>	<p><b><u>Objectives (SWBAT):</u></b></p> <ul style="list-style-type: none"> <li>-Identify the meaning of various Greek and Latin roots.</li> <li>-Develop background knowledge of Steve Jobs.</li> <li>-Read and annotate a speech.</li> <li>-Develop text based questions about the speech.</li> <li>-Develop an evidence based claim based on a speech.</li> <li>-Develop a global claim based on a speech.</li> <li>-Determine a website’s credibility when conducting research.</li> <li>-Utilize research to support claims using valid reasoning.</li> <li>-Produce clear and coherent writing appropriate to audience.</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>-Continue activities using Greek and Latin roots from a weekly word list.</li> <li>-Weekly Greek and Latin roots test.</li> <li>-Achieve 3000</li> <li>-Watch and discuss a biography video on Steve Jobs.</li> <li>-Read and annotate Steve Job’s Stanford University commencement speech.</li> <li>-Develop text based questions about Steve Job’s Stanford University commencement speech.</li> <li>-Use a graphic organizer to develop evidence based claims on parts of Steve Job’s Stanford University commencement speech.</li> <li>-Use the evidence based claims to develop one global claim about Steve Job’s speech.</li> <li>-Take notes on the structure of a cause/effect essay.</li> <li>-Review examples of a cause and effect essay.</li> </ul>	<p><b><u>Standards:</u></b></p> <p><b>RI.7.1, .2, .3, .4, .5, .7, .9</b>  <b>W.6.2.A, .B, .C, .D, .E, .F</b>  <b>L.6.1, .2, .3, .4B, .C, .6</b>  <b>SL.6.3, .4, .6</b></p>
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	<ul style="list-style-type: none"> <li>-Plan, revise, edit, and rewrite to strengthen writing.</li> <li>-Use relevant information from multiple sources, avoiding plagiarism by paraphrasing or quoting.</li> <li>-Utilize transitions effectively.</li> <li>-Publish and present writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct research on a cause/effect topic of the student's choosing, and take notes in a Google doc.</li> <li>-Develop a claim for the cause/effect essay.</li> <li>-Use a graphic organizer to develop a layout for the cause/effect essay.</li> <li>-Draft an introductory and concluding paragraph using notes.</li> <li>-Write rough drafts.</li> <li>-Peer edit student work.</li> <li>-Present finished writing.</li> </ul>	
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## Unit 7 Nonfiction Text

### Syllabus 7

#### **Nonfiction Text Structure**

#### **Nonfiction Signposts**

#### **Nonfiction Summary Writing**

#### **Vocabulary: Greek and Latin Roots, Domain Specific Vocabulary**

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>-How does knowing the nonfiction text structure help us making meaning of nonfiction text?</li> <li>-How does being able to identify text structure help comprehend nonfiction text?</li> <li>-How can utilizing nonfiction signposts help the reader closely read nonfiction text?</li> <li>-What is the best way to summarize information?</li> </ul>	<p><u>Objectives</u> <b>(SWBAT):</b></p> <ul style="list-style-type: none"> <li>-Identify the meaning of various Greek and Latin roots.</li> <li>-Identify nonfiction text features.</li> <li>-Identify the five types of nonfiction text structures.</li> <li>-Identify the three big questions when closely reading nonfiction text.</li> <li>-Identify the nonfiction signposts when closely reading nonfiction text.</li> <li>-Utilize different strategies to summarize nonfiction text.</li> </ul>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>-Continue activities using Greek and Latin roots from a weekly word list.</li> <li>-Weekly Greek and Latin roots test.</li> <li>-Achieve 3000</li> <li>-Nonfiction text features hunt.</li> <li>-Take notes on nonfiction text structure, and identify them using various nonfiction articles.</li> <li>-Use videos and nonfiction articles to identify the nonfiction signposts and the three big questions.</li> <li>-Present independent reading projects.</li> <li>-Read and summarize various nonfiction text using the Somebody Wanted But So and getting the gist strategies.</li> </ul>	<p><u>Standards:</u></p> <p>RI.6.1, .2, .3, .4, .5, .6, .7, .10  W.6.10  SL.6.6  L.6.1, .2, .3, .4.B</p>
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### Unit 8 Standardized Testing

**Syllabus 8**

Vocabulary: Greek and Latin Roots and Domain-Specific Vocabulary  
 Timed Essay Practice  
 Strategy Review

<p><b><u>Essential Questions:</u></b>                  Are the sixth graders prepared to succeed on the standardized tests?</p>	<p><b><u>Objectives (SWBAT):</u></b>                  -Identify the meaning of various Greek and Latin roots.                  -Read fiction and nonfiction selections for understanding.                  -Analyze language use in question.                  Example-terminology                  -Paraphrase question to know what exactly is being asked.                  -Answer in RACERS format in an open-ended response.                  -Read and analyze model examples of PARCC tasks.                  -Discuss scores and the rationale behind them.                  -Practice writing using PARCC prompts in timed environments and revise, edit, and score composition to better understand grading requirements and standards.</p>	<p><b><u>Activities:</u></b>                  -Continue activities using Greek and Latin roots from a weekly word list.                  -Weekly Greek and Latin roots test.                  -Achieve 3000                  -Review test taking strategies.                  -Take timed tests in both reading and writing.                  -Review lessons on sections of writing: introduction, body, conclusion, topic sentences, detail sentences, vocabulary, transitions, varied sentence structure, compositional risks.                  -Use different types of descriptions including descriptive verbs, adjectives, adverbs, and prepositional phrases used as modifiers.                  -Achieve 3000 activities                  -Link It activities                  -Revise and edit writing by students during timed tests and by class after practice session is complete.</p>	<p><b><u>Standards:</u></b>  <b>RI.6.2.1, .2, .3, .7, .8, .9</b>  <b>RI.6.1, .2, .3, .4, .5, .6, .7, .10</b>  <b>W.6.1A, .B, .C, .D, .E, .2A, .B, .C, .D, .E, .F, .3A, .B, .C, .D, .E</b>  <b>SL.6.1, .6</b>  <b>L.6.1, .2, .3, .4.A, .B, .5.A, .B, .6</b></p>
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### Unit 9 Autobiography/Research Paper

**Syllabus 9**

<b>Autobiography</b> <b>Vocabulary: Greek and Latin Roots and Novel Specific Vocabulary</b> <b>Ancient Civilization Research Paper</b> <b>Poetry</b> <b>Project: Independent Reading Project.</b>			
<u>Essential Questions:</u> -Why is education important?  -How can young people change the world?  -What are our basic human rights?  How can learning about ancient times help influence the future?  -How can one utilize life experiences as a foundation for creative and expressive thinking?  -How are the form and conventions of poetry different from other forms of writing and reading?	<u>Objectives (SWBAT):</u> - Identify the meaning of various Greek and Latin roots. -Write informative/explanatory texts to examine a topic and convey ideas and information by selecting, organizing, and analyzing relevant content. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. -Cite textual evidence to support analysis of what texts say explicitly as well as inferences. -Determine a theme or central idea of <i>I Am Malala</i> . -Determine the meaning of words and phrases as they are used in a text. -Analyze how a particular chapter or scene fits into the overall structure of <i>I Am Malala</i> and contributes to the development of ideas. -Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. - Use technology, including the Internet, to produce a newscast.	<u>Activities:</u> -Continue activities using Greek and Latin roots from a weekly word list. -Weekly Greek and Latin roots test. -Achieve 3000 - Complete activities to activate background knowledge of Malala Yousafzai including watching her United Nations speech and interview with John Stewart. -Provide background information about Pakistan, including history of the country. -Read and discuss <i>I am Malala Young Readers Edition</i> . -Define vocabulary words from the novel using context clues and reference materials. -Participate in a "table tennis" talk activity with a partner. -Create a newscast based on a part of the book using text evidence to develop a script and create a video of the newscast. -Take notes on the structure of a research paper. -Conduct research on an ancient civilization/cultural focus of the student's choosing, and take notes in a Google doc. -Use a graphic organizer to develop a layout for the cause/effect essay. -Write rough drafts. -Peer edit student work. -Present finished writing. -Define poetry. -Define literary devices used in poetry, identify in poems and use in own creations. -Read models of different types of poems including narrative, lyric, free verse, cinquain, quatrain, acrostic, haiku, limerick, etc. -Read examples of poetry, analyze for meaning and structure. -Write original poetry of teacher's discretion and present to class or in small groups.	<u>Standards:</u> <b>RL.6.1, .2, .10</b> <b>RL6.1, .2, .3, .4, .6, .7</b> <b>SL.6.1, .2, .4, .5, .6</b> <b>W.6.2.A, .B, .C, .D, .E, .F, .3, .4, .5, .6, .7</b>

	<ul style="list-style-type: none"> <li>-Engage in discussions, building on others' ideas and expressing their own clearly.</li> <li>-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.</li> <li>-Orally cite text evidence to defend thoughts on the text.</li> <li>-Introduce various poems and poets.</li> <li>-Read a wide variety of poetry and analyze poetry for meaning.</li> <li>-Students will express thoughts and ideas through discussions, writing, and illustrating.</li> <li>-Learn poetic terminology such as rhythm, rhyme, meter, couplet, rhyme scheme, free verse, etc.</li> <li>-Write poetry to communicate information, express emotions, and appreciate the art.</li> <li>-Edit, revise, publish, and present original poetry using technology.</li> </ul>	<ul style="list-style-type: none"> <li>-Present Independent Reading Projects.</li> </ul>	
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**Grade 6**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**Grade 6****Progress Indicators for 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.

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.

**Grade 6**

**Progress Indicators for Reading 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.

**Anchor Standards for Writing**

**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. 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 tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to 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.

## **Grade 6**

### **Progress Indicators for 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.

- 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.

### **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.

**Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 6

Progress Indicators for 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.

- 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.6.3. 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.

**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 6

Progress Indicators for Language

**Conventions of Standard English**

- 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. Use intensive pronouns (e.g., *myself*, *ourselves*).
  - C. Recognize and correct inappropriate shifts in pronoun number and person.
  - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - B. Spell correctly.

**Knowledge of Language**

- 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.

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

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

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

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

L.6.6. 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.