

Woodland Park School District

# Writing Curriculum 6

# Grade

## **Curriculum Team**

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**Sixth Grade Course Description:**

Sixth grade students will write for a variety of purposes and audiences in the form of literary analyses, research-based argumentative essays, narratives, and poetry. Students hone their writing skills through a comprehensive writing process including thorough planning, drafting, self-editing, peer-editing, and conferencing. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing.

**Pacing Guide**

Content Area: English Language Arts (Writer's Workshop)

Grade Level: 6

<b>Unit Title: Narrative Realistic Fiction: Creating Believable Characters</b>	<b>September- October (5-6 weeks)</b>
<b>Unit Title: Argument: The Literary Essay</b>	<b>November-January (8-10 weeks)</b>
<b>Unit Title: Nonfiction Research</b>	<b>February – March (6-8 weeks)</b>
<b>Unit Title: Biography: Writing About Influential People</b>	<b>March – April (6 weeks)</b>
<b>Unit Title: Read and Write On Demand</b>	<b>April-May (2-3 weeks)</b>
<b>Unit Title: Poetry</b>	<b>May- June (4 weeks)</b>

Unit Title: Narrative Realistic Fiction - Creating Believable Characters	Grade Level: 6	Time Frame: September- October (5-6 weeks)
<p><b>Unit Overview:</b> This unit encourages students to take risks with language and to explore their personal writing style to create believable characters in narratives. Realistic Fiction Narratives must introduce a character, utilize dialogue, and discuss the character’s response to situations. Students will develop information linked to being a good writer and what it means to write for the purpose of entertainment. They will recognize that authors write narratives, or stories, to entertain and/or teach life lessons. Students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined, realistic stories. The writing process will be closely followed and tracked throughout the unit to ensure students are progressing. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.</p>		
<p><b>Standards:</b></p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>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.)</p> <p>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.</p> <p>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.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>B. Use intensive pronouns (e.g., myself, ourselves).</li> <li>C. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>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.</li> </ul> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>B. Spell correctly.</li> </ul> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</li> <li>B. Maintain consistency in style and tone.</li> </ul>		

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.

**Technology Standards:**

**8.1.8.A.2** Create a document using one or more digital applications to be critiqued by professionals for usability.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

**21<sup>st</sup> Century Skills:**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP11. Use technology to enhance productivity.**

**9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.**

**Interdisciplinary Connections:**

**Health: 2.2.8.B.1** Predict social situations that may require the use of decision-making skills through analyzing the relationship between the main characters of suggested mentor texts, such as: *Freak the Mighty*.

**Health: 2.1.8.E.2** Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict through studying the conflicts in suggested mentor texts, such as: *Freak the Mighty or Eleven*.

**Social Studies: 6.2.8.A.4** It is recommended that the classroom teacher build background knowledge of the daily life of the people of the Middle Ages before and during this unit of study. This background knowledge is necessary as portions of *Freak the Mighty* (Philbrick, 1993) make reference to the Middle Ages. This background knowledge will allow students to gain a deeper understanding of medieval history, as well as the technology used in that time period.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I use my own experiences to write realistic fiction?</li> <li>• How can I address theme when writing realistic fiction?</li> </ul>	<p><b>Unit Goals/Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers work independently through the writing process</li> <li>• Writers generate ideas and collect entries for realistic fiction</li> <li>• Writers plan and draft their narrative stories</li> <li>• Writers revise in powerful ways using authors as mentors</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use dialogue in a way that reflects setting and attributes of self and others</li> <li>• Show characters' motivation by how they look, what they say and do and what others think about them</li> <li>• Character development</li> <li>• Develop characters and plots that are believable and engaging</li> <li>• Show readers how the setting is important to the problem</li> </ul> <p><b>Academic Vocabulary and Key Concepts:</b>  theme(s), story blurb, motivation, rehearse, first person, third person, secondary, pronoun, double rising timeline, internal, external, narrative, point of view, writing process (pre-write, brainstorm, draft, revise, edit, publish)</p>	<p><b>Demonstration of Learning/Assessment:</b></p> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• TC Writing Pre and Post Assessments</li> <li>• On Demand Writing</li> <li>• Strategy Group Observations</li> <li>• Active Engagement Observations</li> <li>• Benchmark: (Narrative Writing Task)</li> </ul> <p>Write an original story from a different point of view. Be sure to use dialogue and details in your story that demonstrate distinctive qualities of the characters from the original piece of text.</p> <p>OR</p> <p>Extend the story using dialogue and details in your story that demonstrate distinctive qualities of the characters from the original piece of text</p>
<p><b>Suggested Mentor Texts:</b>  <u>Freak the Mighty</u> by: Rodman Philbrick  “Eleven” – Sandra Cisneros  “All Summer in a Day”- Ray Bradbury  “Priscilla &amp; The Wimps” - Richard Peck</p> <p><b>Resources:</b>  Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades  Sadlier Grammar for Writing, Grade 6  Released annotated writing exemplars</p>	

Differentiation/Accommodations/Modifications			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Independent study/set own learning goals</li> <li>❖ Interest/station groups</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Use of technology</li> <li>❖ Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choice boards</li> <li>❖ Podcast/blog</li> <li>❖ Debate</li> <li>❖ Design and conduct experiments</li> <li>❖ Formulate &amp; defend theory</li> <li>❖ Design a game</li> </ul>
<b>ELL</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ E-Dictionaries, bilingual dictionaries</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests with various types of questions</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>At Risk</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Partner work</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>IEP/504</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Preferential Seating</li> <li>❖ Use of technology</li> <li>❖ Small group/one-to-one instruction</li> <li>❖ Teach information processing strategies</li> <li>❖ Chunking</li> <li>❖ Frequent checks for understanding</li> <li>❖ Access to teacher created notes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>



Unit Title: Narrative Realistic Fiction - Creating Believable Characters		Grade Level: 6	Time Frame: September- October
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Writers work independently through the writing process	<ul style="list-style-type: none"> <li>Writers make goals for themselves for the day, unit and year. We make a plan for how we will check in with our goals. We might partner up with writers that have similar goals for the unit.</li> <li>Writers make a plan for when things might get tricky or we get off track. We might reread our writing, generate a new idea with a strategy we know, stretch our hand and get back to writing.</li> <li>Writers know how to move through the writing process at our own pace. We make decisions about our writing. We are sure to make our decisions based on our writing and not in lock step with mini-lessons. We are never out of work to do. <ul style="list-style-type: none"> <li>Generate ideas and collect entries (notebook)</li> <li>Revise entries (notebook)</li> <li>Choose and plan (notebook)</li> <li>Draft (drafting packet)</li> <li>Revision (drafting packet)</li> <li>Edit (drafting packet)</li> <li>Publish (a variety of ways to meet the audience)</li> </ul> </li> </ul>		
Writers generate ideas and collect entries for realistic fiction	<ul style="list-style-type: none"> <li>Writers collect the stories that they are dying to tell. We collect our entries just like story blurbs on the back of books. We jot the most powerful and tantalizing aspects of our story ideas. We can turn to mentors to gain more insight into this. (Somebody... wanted..., but... so...)</li> <li>One way that writers generate ideas for realistic fiction to reflect on the stories of our own lives. We might ask, <i>Is there a theme that repeats itself?</i> We can then create a story with that theme in mind.</li> <li>Writers pay attention to moments and issues in our own lives. We think, <i>How could this story go?</i> We can jot multiple entries from these ideas.</li> <li>Writers imagine characters like themselves and create a story from the kind of trouble they could find themselves in. We can plan how they could get out.</li> <li>Writers generate ideas for narrative by considering the stories they wish existed in the world for a reader just like themselves.</li> <li>Writers generate ideas by thinking of their own lives and write a new ending the way</li> </ul>		



	<p>we wished things had happened.</p> <ul style="list-style-type: none"> <li>• Writers create secondary characters by asking, <i>Who can help me character? What traits would that person need.</i> We can then write them into our stories and blurbs.</li> <li>• We fill our notebooks with more developed story blurbs by going back to some of the blurbs and make sure we wrote a bit more about your character's traits and motivations, and how characters felt, what they wanted, feared, or cared about. Writers choose the characters and stories that feel like they are calling out to be told.</li> </ul>	
Writers plan and draft their narrative stories	<ul style="list-style-type: none"> <li>• Writers plan their writing. We consider: <ul style="list-style-type: none"> <li>○ Characters that are approximately the same age as the writer. We want characters that we can know well. Writers ask, <i>How is this character like me? How are they different?</i></li> <li>○ We consider secondary characters. We ask, <i>Is this character necessary to the story? Do they help with the problem or solution? Is the story clear without them?</i></li> <li>○ Writers consider their setting. We try to limit our setting to 1-2 locations. We are sure to weave the setting into our story.</li> </ul> </li> <li>• Writers flesh out their characters by including their external and internal traits.</li> <li>• Writers plan their stories on a double rising time line. We consider the set-up, mix-up and fix-up to the problem. We have one rising timeline for the external story - actions and events and the parallel one for the internal story.</li> <li>• Writers plan the problem and solution by asking, <i>What does my character want or need? Does my character get what they want or need or does that want or need change?</i></li> <li>• Writers revise their plan by considering consolidating the story into fewer scenes that are shorter in duration. We ask, <i>How can I craft my scenes to include more of my story?</i></li> <li>• Writers write the theme(s) that they want to include on their planning page. We refer back to this as we draft and revise.</li> <li>• Writers think about how stories tend to go, and rehearse scenes that carry their reader through all parts of the story. When we rehearse, we include: <ul style="list-style-type: none"> <li>○ The Problem: trouble or tension, often with some sort of emotional response from the character. The problem often gets in the way of what the character wants or needs.</li> <li>○ The problem gets bigger or another problem may emerge.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ The tension increases for the character. Their response may intensify or charge.</li> <li>○ The character may try to solve the problem or gain a new perspective.</li> <li>○ The problem is resolved in some way.</li> <li>● Writers decide how best to tell the story. They choose first person if they want to tell the story from the inside, giving insights into our character's mind. They choose third person if they want to tell the story through the use of a narrator's outside view in.</li> <li>● Partners rehearse before drafting by telling our story bit by bit, scene by scene. We share our story just like a story teller. We don't tell what we would do, rather, we tell the story. We share the theme of our story with our partner and discuss how it is being revealed in our story.</li> <li>● Writers draft in one or two sittings writing long and strong. We keep our plan by our side as we write.</li> <li>● Writers try out tenses as we draft. We may try our first scene, for instance, in past tense and present tense, reading it aloud to a partner, and listening for the different tone. Once we decide on a tense, we pay attention to our verb forms to hold to the intended tense.</li> </ul>	
Writers revise in powerful ways using authors as mentors	<ul style="list-style-type: none"> <li>● Writers take into consideration the characters motivations, wishes, needs, and revise through this lens. When we revise through a lens, we are sure to take on one focus at a time.</li> <li>● Writers ask, <i>What is this story really about? What do I want my reader to take away?</i> We then revise our story to reflect our thinking.</li> <li>● One way writers develop the internal story is to have a characters reflect on past events or imagine future ones. <ul style="list-style-type: none"> <li>○ My mind drifted...</li> <li>○ I thought of life without...</li> <li>○ I imagined a place...</li> <li>○ I thought back to a time...</li> </ul> </li> <li>● Writers revise their paragraphs as a craft. We start a new paragraph when <ul style="list-style-type: none"> <li>○ an important event happens</li> <li>○ a new event</li> <li>○ a new time</li> <li>○ a change of setting</li> <li>○ a new character is speaking</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● Writers revise secondary characters. We decide who is needed and delete who is not. We sometimes create another character to help facilitate change in our main character. This could be someone who offers advice or insight that offers our character a new perspective.</li> <li>● Writers take the heart of their story and stretch it out, almost feeling like the story has been put into slow motion, telling it bit by bit by bit. Often acting it out with a partner. Dramatizing helps with this.</li> <li>● Writers write and revise endings by thinking, <i>What is it I want to say to my readers about this struggle or journey?</i> and end the story with words, thoughts, and actions that show this. We study mentors texts that end in a powerful way. We ask, <i>How can I do this with my writing?</i> We try multiple endings in our notebooks before choosing</li> <li>● Writers revise for variety in sentence type and length. We can turn to mentor texts for insight on this work. We might try a section a few different ways and getting feedback from our partners.</li> <li>● Writers try on many different leads, starting with a thought, action, dialogue or clues to the setting or problem. We ask, <i>How can I do this with my writing?</i> We try multiple leads in our notebooks before choosing</li> </ul>	
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers are sure to use proper punctuation when writing. We make choices on what punctuation to use where, based on how we want our audience to read our story.</li> <li>● Writers use resources available to assure that our spelling is accurate.</li> <li>● Writers make sure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>● Writers edit for shifts in pronoun number and person.</li> </ul>	●

<b>Unit Title: Argument - The Literary Essay</b>	<b>Grade Level: 6</b>	<b>Time Frame: November – January (8-10 weeks)</b>
<b>Unit Overview:</b> In this unit, The Literary Essay, sixth graders learn ways to generate ideas based on close readings of a text and learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.		
<b>Standards:</b> 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.6.4 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.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or two) for a range of discipline-specific tasks, purposes, and audiences. 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. 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.6.5 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, 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.

#### Technology Standards:

**8.1.5.E.1.** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

#### 21<sup>st</sup> Century Skills:

**CRP1. Act as a responsible and contributing citizen and.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP6. Demonstrate creativity and innovation.**

**9.1.8.A.4** Relate earning power to quality of life across cultures.

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

#### Interdisciplinary Connections:

**Health:2.1.8.E.2** Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict by analyzing “Concha.”

**Health:2.2.8.A.2** Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts by analyzing “Crayons.”

#### Essential Questions:

- How can I make a claim and support my thinking in a convincing way?
- How can I express my ideas about theme?

#### Unit Goals/Enduring Understandings

- Readers write about the thinking work they are doing as readers.
- Writers craft claims that set-up a clear essay structure.
- Writers craft literary essays that explore theme(s) or character in a single text.
- Writers develop convincing argument essays supported with text evidence.
- Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays.

	<ul style="list-style-type: none"> <li>● Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Understand an essay as a short literary composition used to clearly state the author’s purpose</li> <li>● Provide series of clear arguments or reasons to support the argument</li> <li>● Understand that a literary essay is an essay that analyzes a piece or pieces of literature</li> <li>● Use opinions supported by facts</li> <li>● Write well-crafted sentences that express writer’s conviction</li> </ul> <p><b>Vocabulary and Key Concepts:</b>  argument, theme, claim, thesis, support, evidence, convince, pivotal, counter argument, angled retelling, introduction, conclusion, credible source, relevant, support, voice, formal style, writing process</p>	<p><b>Demonstration of Learning/Assessment:</b></p> <ul style="list-style-type: none"> <li>● TC Progressions Assessments</li> <li>● Conference Notes</li> <li>● Teacher Created Assessments</li> <li>● TC Writing Pre and Post Assessments</li> <li>● On Demand Writing</li> <li>● Strategy Group Observations</li> <li>● Active Engagement Observations</li> <li>● <b>Benchmark (Literary Analysis Essay)</b></li> <li>● <i>Alternate task: Support your Claim</i></li> </ul> <p>Think of a topic or issue you care about which you have a strong opinion. Write your opinion or claim and argue why it is right, telling reasons why you feel that way. In your writing, make sure you write: an introduction, state your claim, give reasons and evidence, acknowledge counterclaims, and write a conclusion.</p>
<p><b>Suggested Mentor Texts:</b>  <i>Eleven</i> by Sandra Cisneros  <i>Scouts Honor</i> by Avi  <i>Every Living Thing</i> by Cynthia Rylant  <i>Birthday Box</i> by Jane Yolan  <i>The Paperbag Princess</i> by Robert Munsch  <i>The Marble Champ</i> by Gary Soto</p> <p><b>Resources:</b>  Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades  Sadlier Grammar for Writing, Grade 6  Scholastic News  Scholastic Scope</p>	

Differentiation/Accommodations/Modifications			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Independent study/set own learning goals</li> <li>❖ Interest/station groups</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Use of technology</li> <li>❖ Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choice boards</li> <li>❖ Podcast/blog</li> <li>❖ Debate</li> <li>❖ Design and conduct experiments</li> <li>❖ Formulate &amp; defend theory</li> <li>❖ Design a game</li> </ul>
<b>ELL</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ E-Dictionaries, bilingual dictionaries</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests with various types of questions</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>At Risk</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Partner work</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>IEP/504</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Preferential Seating</li> <li>❖ Use of technology</li> <li>❖ Small group/one-to-one instruction</li> <li>❖ Teach information processing strategies</li> <li>❖ Chunking</li> <li>❖ Frequent checks for understanding</li> <li>❖ Access to teacher created notes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>

Unit Title: Argument - The Literary Essay		Grade Level: 6	Time Frame: November - January
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Note: If writers are not ready to work with theme, they make take on the essay working with claims about characters.			
Readers write about the thinking work they are doing as readers.	<ul style="list-style-type: none"><li>Writers generate ideas for literary essays from their reading work. We think about the lessons we learned from the story and we write in length about those in our notebooks. We consider the lessons in terms of the characters 'lives and our own. If we get stuck we can push our thinking with phrases like:<ul style="list-style-type: none"><li>This makes me realize...</li><li>I'm still wondering...</li><li>On the other hand...</li><li>I used to think, but now I think...</li><li>Could it also be that...</li><li>This connects with...</li></ul></li><li>Writers deepen their ideas by returning to pivotal points in the story and ask, <i>What is this moment really about? What is the character learning or how are they growing? What am I learning?</i> We return to our notebooks and write additional insights.</li><li>Writers revisit common themes (Anchor Chart) we have encountered in our reading. We might ask, <i>What does this story have to say about that?</i> We write these ideas in our notebooks, pushing our thinking.</li><li>Writers of literary essay can also explore character-based ideas by naming a big thought or belief about a character and gathering text evidence to support that idea (this is a teaching point for students struggling with thematic interpretations). We write these ideas in our notebooks, pushing our thinking.</li></ul>	<ul style="list-style-type: none"><li></li></ul>	
Writers craft claims that set-up a clear essay structure	<ul style="list-style-type: none"><li>Writers consider themes by thinking about the big ideas the story deals with. They choose one and ask, <i>What is the author saying about this topic? Does this apply to mankind or life in general?</i> We then write a generic statement that can be applied to other texts, humans, or life.</li><li>When crafting a claim we consider a statement that holds the whole of our thinking. It is a statement that once expanded becomes your essay.</li></ul>	<ul style="list-style-type: none"><li></li></ul>	



	<ul style="list-style-type: none"> <li>● We write an idea about the theme with supports from the text <ul style="list-style-type: none"> <li>○ We write a two-part idea (beginning and ending of the story): <i>At first, it seemed that _____ was _____, but by the end of the story, we learn that, in fact, _____.</i></li> <li>○ We write character interpretation across a text with evidence. <i>The character _____ grew across the text from _____ to _____.</i></li> <li>○ Idea with examples across text, <i>The book _____ teaches us that _____.</i></li> </ul> </li> </ul>	
Writers craft literary essays that explore theme(s) or character in a single text	<ul style="list-style-type: none"> <li>● Writers of literary essay plan using boxes and bullets. We put our claim in the box and our big reasons or supports in bullets. Our bullets are general and will have supports of their own from the text, our lives, and mankind.</li> <li>● When planning supports for our claim, writers use many examples from across the book, but also from their own lives (i.e. a time when the theme, idea, or change has emerged in their own life). We organize these supports under each of our bullets.</li> <li>● Essayist review their plan for their writing. They ask, <i>Which parts feel strong? Where might I need more supports to be convincing?</i></li> <li>● Partners rehearse for drafting. Partners ask, <i>Which parts feel strong? Where might I need more supports?</i></li> <li>● Essayists sit with their plan and write a quick first draft. We include on the spot thinking that may not be in our plan.</li> <li>● Essayist consider what the rebuttal to our thesis would be. We ask, <i>What is the counter argument?</i> We plan to address this boldly in our writing. We acknowledge it head on.</li> </ul>	●
Essayists develop convincing argument essays supported with text evidence	<ul style="list-style-type: none"> <li>● Writers develop their draft by bringing evidence from the text, in the form of angled retellings of select scenes, paraphrased sections, and direct citations from the text.</li> <li>● Writers try out different pieces of textual evidence, asking themselves, <i>Does this really get at the idea that I'm writing about?</i></li> <li>● Partners work together to try out their ideas and evidence on each other, and give each other feedback on how the evidence fits.</li> <li>● Essayists tend to gather evidence from the most significant moments in the text (signposts). We go to those places and ask, <i>How does what's happening here support my thesis?</i></li> </ul>	●

	<ul style="list-style-type: none"> <li>● Essayists develop our paragraphs with topic sentences that remind us to stay connected to the thesis statement. We keep in mind, these are just placeholders that will be revised later.</li> <li>● Essayists include evidence by connecting back to the topic sentence (and thereby the thesis). This often sounds like: <ul style="list-style-type: none"> <li>○ This shows that...</li> <li>○ This demonstrates...</li> <li>○ From this scene, we can infer that...</li> <li>○ The reader of this scene understands that...</li> </ul> </li> <li>● Writers often use a compare/contrast structure when using text evidence and life stories by thinking, What story from the character's life best demonstrates this idea? And which moment from my own life shows this? Each answer will be in separate paragraphs (this might be small group if there are few students using this structure).</li> <li>● When writing stories to support a thesis, writers use all they know to write strong narrative including dialogue, inner thinking, and small actions.</li> <li>● Essayist don't just write one essay. They make decisions on when to move onto a new essay draft. We dive back into our notebooks to grow our thinking and ideas.</li> </ul>	
<b>Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays</b>	<ul style="list-style-type: none"> <li>● One way essayists write their thesis for comparison essays by including how the authors deals with theme in multiple texts. <u>(Title)</u> teachers us _____, by _____. And <u>(Other title)</u> teachers us _____, by _____.</li> <li>● Essayists write their thesis in multiple ways and choosing one for their draft.</li> <li>● Writers develop their body paragraphs by <ul style="list-style-type: none"> <li>○ Writers may gather all the relevant evidence from one text into one paragraph, then the evidence from a second text into another paragraph.</li> <li>○ Writers may try grouping similar elements from both texts into one paragraph, and contrasting elements into a second paragraph.</li> </ul> </li> <li>● When finding evidence, we pay close attention when what we choose does not seem to fit just right. We dig back into the texts trusting that there will be a better match-up in there.</li> <li>● When evaluating our evidence, we compare ways the theme has been addressed through moments within each text.</li> <li>● When connecting evidence, it is important to include quotes directly from the text. When citing evidence we use the phrases that set up the text clearly. We name the author and text before, in between, or after the citation.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><b>Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.</b></p>	<ul style="list-style-type: none"> <li>● Writers begin the revision process by reflecting on their drafts and think <i>What's missing? Where is there a hole in my argument? Do all the pieces of evidence that fit?</i> And then they revise to fill the holes and to get rid of the irrelevant passages.</li> <li>● When analyzing evidence, writers not only share what was said, but how the author crafted the text. Some craft considerations include: the author's use of a narrator's point of view to draw the reader in; the author's pacing of a scene to build suspense; the word choice of an author to pack a punch.</li> <li>● Essayists use the inclusive "we" instead of using the singular first-person pronoun "I" in academic writing. We study mentor texts in which the author has done this work to gain insight.</li> <li>● Writers stay consistent with the use of verb tense in their essays, often using the present tense. When a citation is in a different tense, we are sure to remain consistent within the rest of the essay. We study mentor text where the author has done this to gain insight.</li> <li>● Writers revise the counterclaim or rebuttal to their thesis, often add a paragraph in which we give some thought to the possibility that the claim is not, in fact, a justified interpretation. Writers might begin with: <i>Others might claim that...</i> or <i>Some people might argue that ...</i> or <i>Another possible interpretation could be...</i> Writers allow the reader to consider this alternate argument in a paragraph, but in a last sentence, turn back to their driving interpretation/thesis.</li> <li>● Introductions are meant to reach out to the reader and have an impact. Writers often begin with diving right into an idea or theme that is compelling or starting with a vivid retelling from the story to set the scene.</li> <li>● Writers consider introducing the idea of the counterclaim in their introduction. <i>Some might argue... but...</i></li> <li>● Writers study introductions of mentor texts and ask, <i>How has this author crafted their introduction? What purpose has this craft served?</i> We then consider our purpose and try on some of these styles.</li> <li>● Essayist conclude in ways that impact their reader. We reflect on why the theme of this text is important in the ways in which people could live differently because of it. We write long in our notebooks and then craft a couple ways it could go, ultimately choosing one.</li> <li>● Essayists study mentor texts asking, <i>What moves did this author make to end their essay? What was the purpose?</i> We can then craft our own conclusion in similar ways.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
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<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work?</i> Or <i>What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers are sure to cite their work. Some important rules are: <ul style="list-style-type: none"> <li>○ We indent a longer passage (3 or more lines) to set it off from the rest of the text (if students are writing by hand, they can still get used to practicing this);</li> <li>○ Writers embed a citation within a sentence, using ellipses to indicate text that has been left out;</li> <li>○ Writers preserve the tense of a passage;</li> <li>○ Punctuation comes inside the quotation marks</li> </ul> </li> <li>● Essayists make publishing decisions. We decide which draft(s) to publish. We ask, <i>Which one contains something that the world needs to hear? Which one do I want the world to hear?</i></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
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<b>Unit Title: Nonfiction Research</b>	<b>Grade Level: 6</b>	<b>Time Frame: February – March (6-8 weeks)</b>
<b>Unit Overview:</b> Students begin by exploring the broad topic of nonfiction and teen activism in order to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.		
<b>Standards:</b> 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.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3 Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 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.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

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

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

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

#### **Technology Standards:**

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.1.8.F.1** Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

#### **21<sup>st</sup> Century Skills:**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic impacts of decisions.**

**CRP7. Employ valid and reliable research strategies.**

**CRP11. Use technology to enhance productivity.**

**9.1.8.E.1** Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.

**9.1.8.E.3** Compare and contrast product facts versus advertising claims.

## Interdisciplinary Connections:

### **Social Studies 6.1.12.A.16.A Examine the impact of media and technology on political and social issues in a global society.**

Using advertisements, such as the suggested mentor text, *Brain Breeze*, students will analyze persuasion and propaganda on the use of media and technology on social issues in our global society.

### **Art Connection: 1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.**

There have been times when good citizens haven't just followed the rules. They've gone beyond basic civic and political responsibilities to improve government and society by questioning unfair laws and standing up for civil rights by way of protest. Students create a sign or banner to protest something they believe is unjust, either in the world, at home, or at school.

**Social Studies: 6.1.12.D.2.e** Using the resources below, students will research and discuss in pairs/triads regarding other famous speeches. Students can compare and contrast these famous speeches or quotes. For example, the book *Mandela* can be used for extending the theme of *The Power of Words*.

Article: How a mom used toothpaste to teach her 6<sup>th</sup> grade daughter a lesson about "The Power of Words"

Link to article: [http://on.today.com/2bymfIY?cid=eml\\_on-site](http://on.today.com/2bymfIY?cid=eml_on-site)

Martin Luther King Jr. and the Power of Words [www.civiced.org/.../martin-luther-king-jr.../martin-luther-king-jr-and-the-power-of-w...](http://www.civiced.org/.../martin-luther-king-jr.../martin-luther-king-jr-and-the-power-of-w...)Free lesson plans for **Martin Luther King Jr. Day**.

Video: The Power of Words - July 18 Nelson Mandela Day on Vimeo

#### **Essential Questions:**

- What skills and strategies are needed to gather information effectively, and to conduct research?
- Why is it important to keep your audience in mind?
- How can language be such a powerful tool?

#### **Unit Goals/Enduring Understandings**

- Researchers generate ideas and plan their research.
- Researchers gather information on their topic acquiring research skills.
- Researchers organize, plan and draft their information.
- Researchers revise with audience in mind.
- Researchers use grammar and conventions to convey ideas precisely and powerfully.

#### **Skills:**

- Include text features

#### **Demonstration of Learning:**

- TC Progressions Assessments

- Use headings and subheadings
- Include facts, figures and graphics as appropriate
- Use narrative structure to help readers understand information and interest them in a topic
  - Write with the audience and their interests and background knowledge in mind
  - Create transitions between paragraphs to show the progression of ideas

**Academic Vocabulary and Key Concepts:**

research, curious, source, text feature, sequence, cause and effect, problem and solution, main idea and supporting details

- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- **Benchmark: (How Would I Change the World?)**

Students will use a bubble map graphic organizer to brainstorm ideas on the topic: "How I Would Change the World" Then, students will write an informative/explanatory five-paragraph essay on the topic, "How I Would Change the World"

- Alternate task: (Write What You Know)  
Think of a topic that you've studied or that you know a lot about. During your next workshop block, you will write an informational/explanatory text that teaches others important and ideas about this topic. You may bring an outside source or book to support your work. Write to show all that you know about informational/explanatory writing.

**Suggested Mentor Texts:**

MARCH ON! The Day My Brother Martin Changed The World –Dr. Christine King Farris

**Resources:**

Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades  
Sadlier Grammar for Writing, Grade 6



Differentiation/Accommodations/Modifications			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Independent study/set own learning goals</li> <li>❖ Interest/station groups</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Use of technology</li> <li>❖ Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choice boards</li> <li>❖ Podcast/blog</li> <li>❖ Debate</li> <li>❖ Design and conduct experiments</li> <li>❖ Formulate &amp; defend theory</li> <li>❖ Design a game</li> </ul>
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Unit Title: Nonfiction Research		Grade Level: 6	Time Frame: February - March
Goals	<b>Possible Teaching Points:</b> Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Researchers generate ideas and plan their research	<ul style="list-style-type: none"> <li>Writers generate ideas by considering topics that we want to know more about. We make a list in our notebooks of what we want to know more about. We get curious and start learning more.</li> <li>Writers generate ideas for informational writing by thinking about something new they have learned and are still curious about. Maybe we have said, <i>I've enjoyed learning about...</i> or <i>I wish I knew more about...</i> We get curious and start learning more.</li> <li>Writers get curious about sixth grade topics. We can share our ideas as a class. Sometime a classmate's idea gets us curious.</li> <li>Writers generate ideas by thinking, <i>What is it I can teach my audience?</i> Writers get clear on who their audience is and what they can share.</li> </ul>	•	
Researchers gather information on their topic acquiring research skills	<ul style="list-style-type: none"> <li>Researchers collect information using boxes and bullets in their notebooks. We make a note of our source so that we can give credit in our publication.</li> <li>Researchers collect information by marking pages in our books with sticky notes and jots with our thinking.</li> <li>Researchers collect not just facts and figures, but also our own thinking and learning. We might add our reaction to what we have learned.</li> <li>Researchers first take a broad approach to their research reading many different texts from many different sources.</li> <li>Researchers revise their topics by asking, <i>Is there enough information available on this topic? How can I broaden or narrow my research topic?</i></li> <li>Researchers write to explore the topic, often asking, <i>What patterns do I notice? What are the important things to say about this overall topic? What ideas are shared by many? What are the debates?</i> We let this reflection help guide and narrow our future research.</li> <li>Researchers become experts on our revised topic by gathering information from multiple sources.</li> </ul>	•	

Researchers organize, plan and draft their information	<ul style="list-style-type: none"><li>Researchers plan their writing. We consider the many ways that authors present information in expository text and we plan with this same structure in mind. Researchers create the planner that matches the content we want to present in our notebook. We may use (anchor chart)</li></ul> <table><tr><th>Text Structure</th><th>Planning Tool</th></tr><tr><td>Descriptive</td><td>Web</td></tr><tr><td>Sequence</td><td>Timeline</td></tr><tr><td>Compare/Contrast</td><td>Venn Diagram or T-Chart</td></tr><tr><td>Cause/Effect</td><td>Boxes and Bullets</td></tr><tr><td>Problem/Solution(s)</td><td>T-Chart or Boxes and Bullets</td></tr><tr><td>Main Idea/Supports</td><td>Boxes and Bullets</td></tr></table> <ul style="list-style-type: none"><li>Researchers collect domain specific vocabulary and concepts from their sources. We are sure to use these precise words when drafting.</li><li>Partners rehearse for drafting by teaching their topic to their partners. Partners support each other by offering advice on which parts need more or less.</li><li>Writers consider audience when planning the structure of their piece. We consider our audience's' knowledge base and begin with the information that they most need to know. We write in a way that builds our audience's' knowledge as they read.</li><li>Writers plan pauses in their writing to give their readers time reflect and grow their own thinking. We can craft these pauses with page breaks, photos, anecdotes or reflection questions.</li><li>Writers plan by organizing their information into boxes and bullets. We know that the main idea that we want to convey is our box and our bullets are our supporting details.</li><li>Sometimes a story is needed to really share the facts in a way that readers can picture it. We can do this as a quick mini-story or anecdote or a section that is written as a</li></ul>	Text Structure	Planning Tool	Descriptive	Web	Sequence	Timeline	Compare/Contrast	Venn Diagram or T-Chart	Cause/Effect	Boxes and Bullets	Problem/Solution(s)	T-Chart or Boxes and Bullets	Main Idea/Supports	Boxes and Bullets	<ul style="list-style-type: none"><li></li></ul>
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	<p>story. We use all we know about narrative to include characters, setting, problem to highlight this information.</p> <ul style="list-style-type: none"> <li>● Researchers analyze their information and make decision about what best supports their ideas.</li> <li>● We write flash-drafts using our boxes and bullets, elaborating on key details with insight and reflection. We write in one sitting.</li> </ul>	
<p><b>Researchers revise with audience in mind</b></p>	<ul style="list-style-type: none"> <li>● Writers revise by adding direct quotes that support their research and ideas According to the article... In the text, _____, by _____, “_____.” In the text, _____, (author) states... “_____.”</li> <li>● One way writers revise is by inserting text features. We might ask, <i>What can I add to enhance the text? What might aid in the reader’s understanding of the text?</i> We then insert those features. We can study mentors for insight into this work.</li> <li>● Writers write and revise their lead by setting the stage for their audience. We introduce our topic, include an interesting fact or quote to grab the reader. We study mentors for insight into this work.</li> <li>● Writers conclude with a statement or paragraph that sums up the information. We study mentors for insight into this work.</li> <li>● Writers read and revise considering fluency. We look for variety in sentence structures, we keep with style and tone. We might read aloud considering the flow of the text. Revising may require us to try out a combination of short simple sentences, complex sentence and/or combine sentences. We can study mentors for insight into this work. We can draft a few different ways it could go, choosing the one that fits best.</li> <li>● Writers often use twin sentences. We write one sentence giving general information and a second that offers a more information. We can study mentors for insight into this work.</li> <li>● Writers revise our vocabulary. We are sure to use precise language. We include domains specific vocabulary (tier 3) and define terms that our reader may need defined. We might define words or phrases in the text, use a text box, or a bold word with a glossary. We might use a diagram or an illustration.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Researchers use grammar and conventions to convey ideas</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does _____ work? Or What are the rules for _____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><b>precisely and powerfully</b></p>	<ul style="list-style-type: none"> <li>● Writers edit for punctuation. We are sure that commas, parentheses and dashes are used appropriately to set off nonrestrictive/parenthetical elements.</li> <li>● Writers edit for spelling. We use resources available to spell correctly. We are especially sure to spell domain specific words correctly.</li> <li>● Researchers are sure to put their work out into the world. We want our teaching to reach the student/reader. We consider this when making publication decisions.</li> </ul>	
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<b>Unit Title: Biography - Writing about Influential People</b>	<b>Grade Level: 6</b>	<b>Time Frame: March – April (6-8 weeks)</b>
<b>Unit Overview:</b> The students will demonstrate the ability to compose an oral and written report based on a full-length biography or autobiography about the life of a well-known historical or contemporary person.		
<b>Standards:</b> 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.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 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.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3 Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 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.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

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

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

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

#### **Technology Standards:**

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.1.8.F.1** Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

#### **21<sup>st</sup> Century Skills:**

**CRP1. Act as a responsible and contributing citizen and.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP6. Demonstrate creativity and innovation.**

**9.1.8.A.4** Relate earning power to quality of life across cultures.

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Interdisciplinary Connections:

In order to build background for “The Mysterious Mr. Lincoln”...

**Social Studies: 6.1.8.A.5.b:** Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

**Social Studies: 6.1.8.B.5.a:** Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

### Essential Questions:

- How can I honor the lives of ordinary people?
- How can I uncover the stories of the ordinary people?

### Unit Goals/Enduring Understandings

- Writers generate ideas for writing biography by evaluating subject
- Writers research biography subjects through thoughtful interviews.
- Writers plan and draft biographies using narrative, expository and/or argument craft.
- Writers revise to highlight the importance of the subject’s life.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

### Skills:

- Write various kinds of biographical pieces by studying mentor text
- Understand biography as a true account of a person’s life
- Understand that a biography can begin at any point in the story of a person’s life
- Know that a biography can be fictionalized even though the events are true or that it can be completely factual
- Understand the biographer reveals own stance toward the subject by selection of information and by the way it is described
- Understand the need to document evidence and cite sources

### Academic Vocabulary and Key Concepts:

biographies, subjects, narrative, expository, precise, biographical sketch, chronological, interview, cite, turning points,

### Demonstration of Learning/Assessment:

- TC Progressions Assessments
- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- Active Engagement Observations
- Benchmark: Biography Report



**Suggested Mentor Texts:**

*The Tree Lady* by H. Joseph Hopkins

*From Harriet Tubman: The Moses of her People* by Sarah Bradford

*Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh

*The Watcher: Jane Goodall's Life with the Chimps* by Jeanette Winter

*Thomas Jefferson Builds a Library* by Barb Rosenstock

*The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley

*Annie and Helen* by Deborah Hopkinson and Raul Colon

*There Goes Ted William: The Greatest Hitter Who Ever Lived* by Matt Tavares

**Resources:**

Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades

Sadlier Grammar for Writing, Grade 6

Two Writing Teachers (<https://twowritingteachers.org/2014/02/12/biographies-with-heart/>) and

(<https://twowritingteachers.org/2014/02/12/biographies-with-heart/>)

- Story Corps: <https://storycorps.org/great-questions/#anyone>

Differentiation/Accommodations/Modifications			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
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Unit Title: Biography - Writing about Influential People		Grade Level: 6	Time Frame: March – April
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
This unit: Your writers have just come off a research unit. In this unit, writers may have to do a bit of research, however, the majority of their sources will be in interview form. The work your writers will do in this unit may include some narrative (as biographies do), informational (expository elements) and argument (why does this person deserve their day in the sun?).			
Writers generate ideas for writing biography by evaluating subject	<ul style="list-style-type: none"><li>Writers generate ideas for biographies by reading many biographies, noting the qualities that make a subject worthy of biography. We can then ask, <i>Who has these qualities in my community or life?</i></li><li>Writers generate ideas for biographies by listing people that they may see every day, but don’t know much about. We can then ask, <i>Do I want to know more? Is there something about them that is interesting?</i></li><li>Writers think about the subjects that hold community member jobs such as<ul style="list-style-type: none"><li>the superintendent of our school district</li><li>a principal</li><li>a firefighter</li><li>a police officer</li><li>a crossing guard</li><li>an FBI agent</li><li>a restaurant owner</li><li>a small business owner</li><li>a dentist</li><li>a volunteer</li><li>a stay-at-home mom</li><li>a coach</li><li>a teacher from a different building</li><li>an author</li></ul>We can then ask, <i>Do I want to know more? Is there something about them that is interesting?</i></li><li>Once biographers have some information about prospective subjects, we decide, <i>which subject am I most interested in writing about and who is my audience?</i></li></ul>		

<p>Writers research biography subjects through thoughtful interviews.</p>	<ul style="list-style-type: none"> <li>• Writers send an email, letter or make a phone call to get permission and set up an interview time. We are sure to be respectful. We want to convey that their life is of interest to not just us, but it is a story to be put out into the world.</li> <li>• Writers draft questions that reflect both what we want to know about their subject as well as questions that might open doors to information that we didn't even know to ask. We can do this by asking timeline questions (where were you born, what was it like as a child, school, career, family) and also by asking questions of significance (how did you know you would..., who influenced you, what was the best decision you have made, what is something the world should know about you?) We can look to others who have done this work (Story Corp Questions)</li> <li>• Writers research the biography subject's occupation and anything else that might be of importance. This information will guide us in creating our questions.</li> <li>• When interviewing our subject, we ask follow-up questions that might not have been part of our plan. We also make a plan to record the interview. We may choose to take notes or use a recording device.</li> <li>• Once we have interviewed our subject, we may need to do additional research about a time period or topic. We use all we know from previous research units to do this work.</li> </ul>	
<p>Writers plan and draft biographies using narrative, expository and/or argument craft</p>	<ul style="list-style-type: none"> <li>• Once we have interviewed our subject and gathered additional research, we plan how we want to share this person's story with the world. We keep our audience in mind as we plan. We may choose to:             <ul style="list-style-type: none"> <li>○ focus on an <b>object or item</b> that was important to the person and illustrates their life in some essential way (Mentor: <i>The Tree Lady</i> by H. Joseph Hopkins)</li> <li>○ focus on a <b>special event</b> that had wide reaching implications for that person's life (Mentor: <i>Night Flight: Amelia Earhart Crosses the Atlantic</i> by Robert Burleigh)</li> <li>○ focus on their <b>relationship with another person</b> (Mentor: <i>Annie and Helen</i> by Deborah Hopkinson and Raul Colon)</li> <li>○ focus on an <b>interest or important hobby</b> that contributed to that person's</li> </ul> </li> </ul>	

	<p>accomplishments (Mentors: <i>Thomas Jefferson Builds a Library</i> by Barb Rosenstock and <i>The Dinosaurs of Waterhouse Hawkins</i> by Barbara Kerley)</p> <ul style="list-style-type: none"> <li>○ focus on an essential <b>character trait</b> that defines that person (Mentor: <i>The Watcher: Jane Goodall's Life with the Chimps</i>)</li> </ul> <ul style="list-style-type: none"> <li>● Writers plan the structure of the biography. We decide:</li> <li>● Which parts will be told in a narrative structure (timeline)</li> <li>● How we will use heading to guide our reader (boxes and bullets)</li> <li>● Which text features to incorporate into the biography and where they will be placed (Sketch it out)</li> <li>● We will plan any parts of the biography that we might use the craft of argument (boxes and bullets)</li> <li>● Writers revise their plan by evaluating the information that will be included for its significance. We choose where we want to place that part of the person's story. We can turn to mentors to gain insight into ways to do this.</li> <li>● Writers draft the biography referring to the plan as we write. We write quickly, knowing we have time for revision.</li> </ul>	
Writers revise to highlight the importance of the subjects life	<ul style="list-style-type: none"> <li>● Writers initially revise by asking, <i>Have I shown the significance of this life?</i> as we read.</li> <li>● Writers revise by adding details for the reader to envision the story. Our readers will have empathy when they can clearly see and feel the story.</li> <li>● Writers revise by adding text features that support the text in meaningful ways. We put ourselves into our reader's shoes and ask, <i>What would support their understanding? What am I assuming they already know or understand?</i> And we add those supports.</li> <li>● Writers revise by lifting quotes from our subject and highlighting them as a text feature. We choose the most significant words that represent their life or journey.</li> <li>● Writers lift the level of their writing by revising word choice. We pause at significant moments in text and consider new choices in our language. We may try several different words or phrases, choosing just the one that fits the best.</li> <li>● One way writers of biography revise is by giving pauses to the reader so that they can think about the significance of what they learned, to make connections to their</li> </ul>	

	own lives, to envision... to do all the things readers do to understand deeply. We can do this with punctuation, white space, headings, and text feature placement.	
Writers use grammar and conventions to convey ideas precisely and powerfully	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does _____ work?</i> Or <i>What are the rules for _____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● We are sure to also send a thank you note after the interview and a copy of the biography.</li> </ul>	

Unit Title: Read and Write On Demand	Grade Level: 6	Time Frame: April- May (2-3 weeks)
<b>Unit Overview:</b> In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.		
<p><b>NJSLS:</b></p> <p><b>RL.6.1.</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2.</b> 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.</p> <p><b>RL.6.3.</b> 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.</p> <p><b>RL.6.4.</b> 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.</p> <p><b>RL.6.5.</b> 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.</p> <p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RL.6.10.</b> 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.</p> <p><b>RI.6.1.</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2.</b> 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.</p> <p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5.</b> 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.</p> <p><b>RI.6.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		

- 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”).

#### **Technology Standards:**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information.

#### **21<sup>st</sup> Century Skills:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.2.8.B.3** Evaluate communication, collaboration and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

#### **Interdisciplinary Connections:**

##### **Science**

**MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.**

##### **MS-ESS2-1: Cycling of Earth's Materials**

Using, “Huge Magma Pocket Lurks Beneath Yellowstone Super volcano / "What Do We Know About Volcanoes?" students will discuss and construct a scientific explanation for this formation and its eruption.

##### **Social Studies:**

**6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1.8.D.3.f** Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.



Using the PARCC Released Sample, students will read a passage from Navajo Code Talkers. Then read the article “American Indians in the United States Army” and the passage “What’s So Special About Secret Codes?” As students review these sources, they will gather information and answer questions about secret codes and the contributions of Native Americans to the U.S. military so you can write an analytical essay.

<https://www.aps.edu/assessment/parcc/released-items/ela/g6-ela17-rst-itemset>

#### Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

#### Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

#### Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

**Academic Vocabulary:** determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop

**Format for Responses:** adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays,

	explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews
<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• Conferring notes</li> <li>• Reading responses</li> <li>• Practice assessments</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources</li> <li>• NJSLA Practice <a href="https://nj.mypearsonsupport.com/practice-tests/">https://nj.mypearsonsupport.com/practice-tests/</a></li> <li>• Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal</li> <li>• Text sets with test questions</li> <li>• Chart paper and post-its</li> </ul>	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
<b>G&amp;T</b>	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
<b>ELL</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
<b>At Risk</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
<b>IEP/504</b>	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand		Grade Level: 6	Time Frame: April-May (2-3 weeks)
Goals (Week 1)	Suggested Mini-lessons	Teacher's Notes/Ideas	
<p>Students will use strategies to read narrative and non-narrative texts/test passages.</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will use strategies and refer to text to answer two part, multiple choice questions.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> <li>Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> <li>Read to see if there are characters doing things. If so, it's narrative.</li> <li>Read to see if the piece is teaching the reader something. If so, it's non-narrative.</li> </ul> </li> <li>Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> <li>After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end.</li> <li>Use the "Work of Readers" charts from previous units to guide thinking.</li> </ul> </li> <li>Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> <li>Read the title of the first text, determine if it is narrative/non-narrative and determine the topic.</li> <li>Read the titles of the subsequent passages and determine what the topics have in common.</li> <li>Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?"</li> </ul> </li> <li>Readers manage their time during a test. <ul style="list-style-type: none"> <li>Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?"</li> <li>After pre-reading the questions, mark key words while reading the passage.</li> <li>When answering questions, skip questions that seem difficult and return to them later.</li> <li>Pre-read the passage and mark key words that are noticed in the margin.</li> </ul> </li> <li>Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> <li>Create "flipped questions" by restating, using the words from the question in a different order to make a statement.</li> <li>Look for text citation and reread that part of the text with a "flipped question" type of answer.</li> <li>Look for bold words in the question and reread, looking for that word, and deciding on the best definition.</li> </ul> </li> <li>Readers understand what Part B of each question is asking them to think about:</li> </ul>		

	<ul style="list-style-type: none"> <li>○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).”</li> <li>○ Choose the best of the right answers by saying, “This choice is better because...”</li> <li>● Readers reflect on strategies with partners: <ul style="list-style-type: none"> <li>○ Discuss the use of the B-M-E charts.</li> <li>○ Discuss and rate student writing samples.</li> <li>○ Name a question that seemed easy or difficult to answer and talk about why.</li> <li>○ Share thinking in solving problems/citing evidence.</li> </ul> </li> </ul>	
<p><b>Goals (Week 2)</b></p> <p>Students will maintain their reading stamina.</p> <p>Students will reflect on their strengths and weaknesses as test takers in reading.</p> <p>Students will answer open ended questions with a topic sentence and text evidence.</p> <p>Students will refer to the scoring rubric when monitoring their progress/checking their work.</p>	<ul style="list-style-type: none"> <li>● Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> <li>○ Read chapter books with increasing amounts of time.</li> </ul> </li> <li>● Readers name their strengths and weaknesses by writing short reflections. <ul style="list-style-type: none"> <li>○ Choose a question that felt hard, but was answered correctly, and write long about the strategy that was used.</li> <li>○ Write long, starting with words like, “What was hard for me today was (name it)” and elaborate on why it was hard.</li> </ul> </li> <li>● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> <li>○ Open the response with a flipped question and answer the question.</li> <li>○ Cite relevant, concise text evidence that supports the answer.</li> <li>○ Strengthen the response with subsequent pieces of text evidence.</li> <li>○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc).</li> <li>○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax.</li> </ul> </li> <li>● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> <li>○ Open the response with a flipped question and answer the question.</li> <li>○ Cite relevant, concise text evidence that supports the answer.</li> <li>○ Strengthen the response with subsequent pieces of text evidence.</li> <li>○ Integrate thought, action, dialogue, setting, and other narrative elements.</li> <li>○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax.</li> </ul> </li> <li>● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> <li>○ Identify the question being asked, and open with a flipped question and an answer to the question.</li> <li>○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Make a plan with bullets on planning paper.</li> <li>○ Check to make sure that each part of the prompts is addressed in the writing with detail and text evidence and/or narrative elements.</li> </ul>	
<p><b>Goals (Week 3)</b></p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> <li>• Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring.</li> <li>• Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> <li>○ Read every word from the question carefully and think about it.</li> <li>○ Read every word from every choice carefully and think about it.</li> </ul> </li> <li>• Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> <li>○ Take notes on relevant information while viewing the video.</li> <li>○ Reread notes once the video is complete and ask yourself, "What do I expect the next text to be about?"</li> <li>○ Read the next text with the lens of expectations based on the video.</li> <li>○ Take notes on the texts.</li> </ul> </li> </ul>	
<p><b>Read and Write On Demand (Structures)</b></p> <p>Mini lesson                      10 minutes model a testing strategy</p> <p>Test Prep Activity              15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)</p> <p>Small group instruction        15 minutes- students read just right books, while teacher pulls small groups to target weaknesses</p> <p>Teaching Share                  5 minutes- teacher shares something that was noticed while students are working</p> <p>Shared Reading                10-15 minutes, three days per week</p> <p>Closure                            5-10 Review, Discuss, Share</p> <p>For every 3-4 test prep days, you should have one practice test day using the following resources:</p> <ul style="list-style-type: none"> <li>○ <a href="https://nj.mypearsonsupport.com/practice-tests/">https://nj.mypearsonsupport.com/practice-tests/</a></li> <li>○ Released sample testing items</li> </ul>		

Unit Title: Poetry	Grade Level: 6	Time Frame: May- June (4 weeks)
<b>Unit Overview:</b> In this unit, students will incorporate their knowledge of literary devices in their own personal poems about heroes who have influenced their lives. By the end of the unit, students will have a rich tool kit of craft moves that writers use to create vivid descriptions and enhance the meaning in texts.		
<p><b>Standards:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <p>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.</p> <p>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.</p> <p>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).</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ul>		

**Technology Standards:**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

**21<sup>st</sup> Century Skills:**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP6. Demonstrate creativity and innovation.**

**CRP12. Work productively in teams while using cultural global competence.**

**9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.**

**Implementation Connections:**

**Visual and Performing Arts: 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume and explain how they affect articulation, meaning, and character.**

**Visual and Performing Arts: 1.1.8.D.2**

**The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.**

**Essential Questions:**

- In what ways can poetry evoke emotion from its readers?
- How does the arrangement of words placed on a page affect the feeling of the poem?

**Unit Goals/Enduring Understandings**

- Poets generate ideas for poetry anthologies
- Poets create poems that convey meaning
- Poets make revision choices that create meaning
- Poets make choices about grammar and conventions to convey ideas powerfully.

**Skills:**

- Write with symbolism and sensory images
- Recognize different forms of poetry appeal to different types of people
- Use line breaks and white space
- Use words to evoke feelings

**Demonstration of Learning/Assessment:**

- TC Progressions Assessments
- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- Strategy Group Observations
- On Demand Writing



- Use repetition, refrain, rhythm and other poetic techniques

**Vocabulary and Key Concepts:**

poetry, prose, verse, stanza, line, rhyme scheme, free verse, literal language, figurative language, metaphor, simile, personification, hyperbole, onomatopoeia, alliteration, sound device, imagery, sensory details, theme, subtle, repetition, speaker, narrative point of view, first person, second person, third person, limited, omniscient perspective, mood, repetition, contrast, rhyme scheme, compare and contrast, tone, refrain, evoke

- Benchmark (Poetry)

**Suggested Mentor Texts:**

*This Place I Know: Poems of Comfort*, edited by Georgia Heard

*Extra Innings: Baseball Poems* by Lee Bennett Hopkins

*If You're Not Here, Please Raise Your Hand: Poems about School* by Kalli Dakos

*Gathering the Sun* by Alma Flor Ada

*This Is Just To Say* by William Carlos Williams

Inside Out and Back Again by: Thanhha-Lai

**Resources:**

Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades

Sadlier Grammar for Writing, Grade 6

<https://www.matchfishtank.org/curriculum/english-language-arts/6th-grade-english/poetry/>

Differentiation/Accommodations/Modifications			
	<b>Content</b> Curriculum, standards	<b>Process</b> How students make sense or understand information being taught	<b>Product</b> Evidence of Learning
<b>G&amp;T</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Independent study/set own learning goals</li> <li>❖ Interest/station groups</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Use of technology</li> <li>❖ Journals/Logs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choice boards</li> <li>❖ Podcast/blog</li> <li>❖ Debate</li> <li>❖ Design and conduct experiments</li> <li>❖ Formulate &amp; defend theory</li> <li>❖ Design a game</li> </ul>
<b>ELL</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling</li> <li>❖ Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ E-Dictionaries, bilingual dictionaries</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests with various types of questions</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>At Risk</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Vocabulary lists</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Chunking</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Use of technology</li> <li>❖ Partner work</li> <li>❖ Frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>
<b>IEP/504</b>	<ul style="list-style-type: none"> <li>❖ Compacting</li> <li>❖ Flexible grouping</li> <li>❖ Controlled choice</li> <li>❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Visuals/Modeling Varying levels of resources and materials</li> <li>❖ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tiered Assignments</li> <li>❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended...</li> <li>❖ Centers/Stations</li> <li>❖ Scaffolding</li> <li>❖ Extended time</li> <li>❖ Differentiated instructional outcomes</li> <li>❖ Preferential Seating</li> <li>❖ Use of technology</li> <li>❖ Small group/one-to-one instruction</li> <li>❖ Teach information processing strategies</li> <li>❖ Chunking</li> <li>❖ Frequent checks for understanding</li> <li>❖ Access to teacher created notes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rubrics</li> <li>❖ Simple to complex</li> <li>❖ Group tasks</li> <li>❖ Quizzes, tests</li> <li>❖ Oral Assessments</li> <li>❖ Generate charts or diagrams to show what was learned</li> <li>❖ Act out or role play</li> </ul>

Unit Title: Poetry	Grade Level: 6	Time Frame: May- June
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
In this unit, you will want to start with a lot of shared writing. The class would benefit from creating an anthology together. This would include poems written in shared writing and individual student poems around a theme or topic		
Poets generate ideas for poetry anthologies	<ul style="list-style-type: none"> <li>● One way that poets get ideas for writing poetry is by using their five senses. We can observe an object using our senses and record our observations. This can be the start of a poem!</li> <li>● Poets get ideas for poems by looking at the world in fresh new ways. We can look at the world like a scientist or we can look at the world like a poet! Like a scientist, we can be detailed and descriptive. And like a poet we can make comparisons and evoke emotions.</li> <li>● Poets can get ideas by looking back in their notebooks for stories and ideas that call to them.</li> <li>● Poets can get ideas for poetry by observing the world. We might jot down what we see and think about in the cafeteria, neighborhood, the park, home, classroom, etc.</li> <li>● Poets get ideas for anthologies by starting with a theme and then writing poetry that goes with that theme. Or, we can get ideas for anthologies by thinking about topics we care about and addressing different themes in each poem on that topic.</li> <li>● Sometimes poets create poetry in response to a book they have read. We might write in response to a theme, a setting, a character or some other element of the book.</li> </ul>	
Poets create poems that convey meaning	<ul style="list-style-type: none"> <li>● One way that poets convey meaning is by zooming in on small moments and vivid images that are tied to meaning.</li> <li>● Poets use line breaks for their reader. Line breaks can be used to show shifts in time or setting, for dramatic effect, or to influence the way a reader reads the poem.</li> <li>● Poets use all we know about narrative writing to create poetry. We can use dialogue, setting, conflict, internal thinking, descriptive details and other craft moves to bring out meaning.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Poets can study poetry on the same topic and consider how different poets address the same idea (Dreams by Langston Hughes and Listen to the Mustn'ts by Shel Silverstein). We can study their craft to uncover the moves they made to create the tone of their poem and try it in our own writing.</li> </ul>	
Poets make revision choices that create meaning	<ul style="list-style-type: none"> <li>● Poets revise their poetry, not just by changing a word or two, but by taking a whole new approach to their poetry. Perhaps we take on a different perspective or try writing it with or without setting, with or without action. Poets write lots of versions of the same poems idea.</li> <li>● Partners work together to think about how to revise their poetry. Partners can offer feedback that is informative. We may start our partner conversations by saying, <i>I'm writing about this because...</i> or <i>I want my reader to feel or think...</i> or <i>One think that may one missing here is...</i></li> <li>● Poets study mentors for structure. <i>We study a poem asking, how is this structured? What has this author done with structure that I can do in my poem?</i></li> <li>● Poets try several different line breaks when writing poetry. We are purposeful in where we offer our reader a breath. We think about which words go together. We think about the pace in which we want the reader to read the poem.</li> </ul>	
Poets make choices about grammar and conventions to convey ideas powerfully.	<ul style="list-style-type: none"> <li>● Poets make choices about punctuation. We choose to use it (or not) as a craft and we are very purposeful.</li> <li>● Poets make decisions about poem length and the use of stanzas to hold ideas. They make decisions about white space and placement on the page.</li> <li>● Poets are sure to be precise with their spelling. We use resources to spell the words we are unsure of.</li> <li>● Poets make publishing decisions about our anthologies. We decide who our audience is and how we can get our work to them.</li> </ul>	