

Lower Township School District
Cape May, New Jersey

English Language Arts

Grade 6: Unit 1



Curriculum

Lower Township Elementary Schools
2015

**Lower Township School District
Cape May, New Jersey**

Unit Overview

Content Area: Language Arts

Unit Title: Finding Your Voice

Unit: 1

Target Course/Grade Level: 6th

Timeline: 33 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. They will understand characters, author's purpose, text and graphic features, story structure, and fact/opinion. They will use questioning, infer/predict, analyze/evaluate, monitor/clarify, and summarize.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Language:

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.9. 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.
- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.6.1.e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- **L.6.2.b** Spell correctly.

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- **L.6.3.a-b** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Vary sentence patterns for meaning, reader/listener interest, and style. (b) Maintain consistency in style and tone.
- **L.6.4.a-d**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.(a)Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.(b)Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).(c)Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.(d)Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Unit Essential Questions

- How might a story character reflect the author?
- Why might an author write about his/her life?
- How can text and graphics tell a story?
- How might a character solve a problem by listening?
- How can facts and opinions tell a true story?
- What makes a narrative fictional?
- How does the use of transitional words/phrases improve our writing?

Unit Understanding

- We all need to communicate

Unit Learning Targets (Outcomes)

Students will ...

- Analyze character traits
- Understand author's purpose
- Use and analyze text and graphic features
- Use story structure to understand text
- Identify and use fact and opinion
- Continue to develop and expand vocabulary

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<ul style="list-style-type: none"> • Continue to refine fluency strategies • Identify and apply grammatical techniques to edit and revise their writing • Identify and apply personal fictional narrative techniques
Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers
Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/indexhtm, Units of Study Resource CD
Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)
Teacher Notes:

Primary interdisciplinary connections: Fine Arts- Portraits, **Science-** Biology Animal Hearing

Evidence of Learning	
Summative Assessment Day 5 Lesson Test Unit 1 Benchmark Weekly Grammar Quiz Weekly Spelling Tests Running Records	
Formative Assessment Entry/Exit Tickets Questioning Progress Monitoring Classwork/Homework	
Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central	
Teacher Instructional Resources: Journey’s Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts	
<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 45 minutes to include: Whole Group Small Group	Main Selection, Paired Selection, Vocabulary Leveled Readers
Spelling/Grammar	Journeys

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Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	Unit 1: Personal Narrative (<i>Crafting Powerful Life Stories</i>)		
Anchor Standard (ELA)			
Writing Standards			
Text Types and Purposes:			
<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<u>CCSS.ELA-LITERACY.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<u>CCSS.ELA-LITERACY.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<u>CCSS.ELA-LITERACY.CCRA.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<u>CCSS.ELA-LITERACY.CCRA.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Range of Writing:			
<u>CCSS.ELA-LITERACY.CCRA.W.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter			

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time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

Students will compose powerful personal narratives. Writers are expected to use a variety of narrative techniques to develop their stories, and characters. Students will learn to manage not only the story, but also the pacing of events.

Standard(s)

Session	WritingStandards	Reading Standards	Speaking & Listening	Language Standards
1	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3, RL.6.5, RL.6.6	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4.a
2	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.5, SL.6.6	L.6.1, L.6.2, L.6.3
3	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
4	W.6.3.a,b,c,d,e; W.6.4, W.6.5,	RL.6.2, RL.6.3, RL.6.6, RL.7.6	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
5	W.6.3.a,b,c,d,e; W.6.5, W.6.9.a,	RI.6.1, RL.6.2, RL.6.4, RL.6.5,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
6	W.6.3, W.6.5, W.6.10	RI.6.1, RL.6.2	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
7	W.6.3, W.6.5, W.6.10	RL.6.1, RL.6.5	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
8	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
9	W.6.3.a,b,c,d,e; W.6.5, W.6.9.a,	RL.6.2, RL.6.4, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4
10	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.5	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5,
11	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.4, RL.6.5, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
12	W.6.3, W.6.5	RL.6.3, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
13	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
14	W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.3, RL.6.5	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
15	W.6.3.a,b,c,d,e; W.6.5	RL.6.2, RL.6.5	SL.6.1	L.6.1, L.6.2, L.6.3
16	W.6.3, W.6.5	RL.6.3, RL.6.4	SL.6.1	L.6.1, L.6.2, L.6.3
17	W.6.3	RL.6.6, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3

Essential Question(s)

- ❖ How can we write powerful personal narratives?
- ❖ How can studying mentor texts improve our writing?

Enduring Understandings

- ❖ Narrative writers set and work towards clear goals
- ❖ Narrative writers conduct large scale revision
- ❖ Narrative writers draw on a large repertoire of strategies with increasing independence
- ❖ Narrative writers make craft decisions with purposes in mind

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- ❖ TSW use a wide repertoire of writing strategies, and narrative techniques, to create personal narrative stories that convey experiences and events precisely and vividly.
- ❖ TSW will study a variety of mentor texts, looking for craft moves to try in their own writing.

Assessments

Summative

- ❖ On Demand #2
- ❖ Published Narrative Piece
- ❖ Weekly Classwork Grade

Formative

- ❖ On Demand #1
- ❖ Conferences
- ❖ Active Engagement

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Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writing Instruction</i>	<ul style="list-style-type: none"> - Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer’s Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> Readingandwritingproject.org</p>	
Suggested Time Frame:	8 weeks

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English Language Arts

Grade 6: Unit 2



Curriculum

Lower Township Elementary Schools
2015

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Unit Overview

Content Area: Language Arts

Unit Title: Common Ground

Unit: 2

Target Course/Grade Level: 6th

Timeline: 34 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. Target skills include: conclusions/generalizations, persuasion, sequence of events, cause/effect and compare/contrast. They will use questioning, infer/predict, analyze/evaluate, visualize, and summarize.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique,

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well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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Vocabulary Acquisition and Use

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

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

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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- 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

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words to develop a coherent understanding of a topic or issue.

- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 Delineate 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 eye contact, adequate volume, and clear pronunciation.
- **L.6.1.e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- **L.6.2.b** Spell correctly.
- **L.6.3.a-b** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Vary sentence patterns for meaning, reader/listener interest, and style. (b) Maintain consistency in style and tone.
- **L.6.4.a-d**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.(a)Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.(b)Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).(c)Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.(d)Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning

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in context or in a dictionary).

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

CCSS.ELA-LITERACY.L.6.5.A

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

CCSS.ELA-LITERACY.L.6.5.B

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

CCSS.ELA-LITERACY.L.6.5.C

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

- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Unit Essential Questions

- What can other people do to help us overcome fears?
- Why are certain activities important to a family's culture?
- Explain how working as a team can help us to learn to cooperate?
- What causes people to trust each other?
- How are two groups' traditions alike and different?
- How can the way an author writes a story cause us to change our minds?

Unit Understanding

- When we connect with each other, we all gain.

Unit Learning Targets (Outcomes) –

Students will ...

- Recognize persuasive details from an author's perspective
- Understand and write conclusions and generalizations
- Order events in a proper sequence
- Identify cause and effect relationships in text
- Compare and contrast events in a story
- Continue to develop and expand their vocabulary
- Continue to refine fluency strategies

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- Identify and apply grammatical techniques to edit and revise their writing
- Identify and apply persuasive writing techniques

Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers

Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/indexhtm, Units of Study Resource CD

Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)

Teacher Notes:

Primary interdisciplinary connections: **Social Studies-** Maps, Native American Poetry, **Science-** Mold, Island Formation

Evidence of Learning

Summative Assessment

- Day 5 Lesson Tests
- Writing: On Demand and Performance assessments
- Monthly Writing Pieces
- Weekly Grammar Quiz
- Weekly Spelling Tests
- Running Records

Formative Assessment

- Writing conferences
- Entry/Exit Tickets
- Questioning
- Progress Monitoring
- Classwork/Homework

Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central

Teacher Instructional Resources: Journey’s Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 120 minutes to include:	
Whole Group	Main Selection, Paired Selection, Vocabulary
Small Group	Leveled Readers
Spelling/Grammar	Journeys

**Lower Township School District
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Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	Unit 2: The Literary Essay (<i>From Character to Compare/Contrast</i>)		

Anchor Standard (ELA)

Writing Standards

Text Types and Purposes:

CCSS.ELA-LITERACY.CCRA.W.1

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

CCSS.ELA-LITERACY.CCRA.W.2

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

CCSS.ELA-LITERACY.CCRA.W.3

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4

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

CCSS.ELA-LITERACY.CCRA.W.5

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

CCSS.ELA-LITERACY.CCRA.W.6

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

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

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

CCSS.ELA-LITERACY.CCRA.W.9

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

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10-

Write routinely over extended time frames (time for research, reflection, and revision) and shorter

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time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

Students will write three different literary essays: character-based, themed-based, and compare-contrast. Students will learn to develop strong claims about the texts they are reading, and use well-crafted mentor essays to improve their writing. Students will back up their claims and observations with strong evidence, and utilize the common structure of essays to write a literary essay.

Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	W.6.1a,b,c,d,e; W.6.4, W.6.5	RL.6.1, RL.6.2, RL.6.3, RL.6.5,	SL.6.1, SL.6.2, SL.6.6	L.6.1, L.6.2, L.6.3
2	W.6.1.a,b	RL.6.1, RL.6.2, RL.6.3, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
3	W.6.1.a,b; W.6.2, W.6.3.b, W.6.10	RL.6.1, RL.6.3	SL.6.1	L.6.1, L.6.2, L.6.3
4	W.6.1.a,b,c	RL.6.1, RL.6.2, RL.6.3, RL.6.4	SL.6.1, SL.6.3, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
5	W.6.1, W.6.9.a, RL.6.1	RL.6.2, RL.6.3, RL.6.4	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.6
6	W.6.1, W.6.4, W.6.5, W.6.9.a,	RL.6.1, RL.6.2, RL.6.3, RL.6.10	SL.6.1, SL.6.2, SL.6.3	L.6.1, L.6.2, L.6.3
7	W.6.1.a,b,c; W.6.5, W.7.1.a	RL.6.1, RL.6.2	SL.6.1, SL.6.3	L.6.1, L.6.2, L.6.3, L.6.6
8	W.6.1, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
9	W.6.1, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3
10	W.6.1.a,e; W.6.4, W.6.5	RL.6.1, RL.6.2	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.6
11	W.6.1.b,c; W.6.4, W.6.9.a	RL.6.1, RL.6.2, RL.6.5	SL.6.1, SL.6.3, SL.6.4	L.6.1, L.6.2, L.6.3
12	W.6.1, W.6.5	RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.6
13	W.6.2, W.6.4, W.6.9.a, W.6.10	RL.6.1, RL.6.3	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
14	W.6.2, W.6.5, W.6.9.a	RL.6.1, RL.6.2, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.5,
15	W.6.2, W.6.5, W.6.9.a	RL.6.2	SL.6.1	L.6.1, L.6.2, L.6.3
16	W.6.2, W.6.5	RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3
17	W.6.2, W.6.5, W.6.6, W.6.10	RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3

Essential Question(s)

- ❖ How can a clear sense of structure help you craft a strong literary essay?
- ❖ How can we grow big ideas about texts into literary essays?

Enduring Understandings

- ❖ Good writers read a text closely to find details
- ❖ It is important to consider the theme while analyzing a text
- ❖ Writers can use one lens (i.e. theme) to compare and contrast texts
- ❖ Literary essays inform the reader about ideas found in a text

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- ❖ TSW craft an organized literary essay that includes an introduction, claim, reasons and evidence, a counterclaim, transition words and a conclusion.

Assessments

Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences
- Active Engagement

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<i>Teaching and Learning Actions</i>	
<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> - Strategy/Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> <i>Readingandwritingproject.org</i></p>	
Suggested Time Frame:	8 weeks

Lower Township School District
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English Language Arts

Grade 6: Unit 3



Curriculum

Lower Township Elementary Schools
2015

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Unit Overview

Content Area: Language Arts

Unit Title: Going the Distance

Unit: 3

Target Course/Grade Level: 6th

Timeline: 31 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. Target skills include: understanding characters, story structure, main idea and details, author's purpose and text and graphic features. They will summarize, infer/predict, analyze/evaluate, visualize, and monitor/clarify.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique,

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well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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Vocabulary Acquisition and Use

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

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

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**
- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-
- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **RI.6.9- Compare and contrast one author's presentation of events with that of another (e.g.,**

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a memoir written by and a biography on the same person).

- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 Delineate 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 eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

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

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.L.6.1.E

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

CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.A

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

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CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

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

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4

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

CCSS.ELA-LITERACY.L.6.4.A

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

CCSS.ELA-LITERACY.L.6.4.B

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

CCSS.ELA-LITERACY.L.6.4.C

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

CCSS.ELA-LITERACY.L.6.4.D

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

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.L.6.5.A

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

CCSS.ELA-LITERACY.L.6.5.B

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

CCSS.ELA-LITERACY.L.6.5.C

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

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Unit Essential Questions

- Why do characters take risks?
- How does setting shape a story's events?
- What drives people to explore remote places?
- Why does an author choose to write about specific styles?

Unit Understanding

- Sometimes you need to give it all you have got.

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<ul style="list-style-type: none"> • Do text and graphics help give meaning to a story? • Why are different characters needed in a story? • Why is sequence important in writing? • How does the use of transitional words/phrases improve our writing 	
Unit Learning Targets (Outcomes) – <i>Students will ...</i>	
<ul style="list-style-type: none"> • Analyze character traits • Use story structure to understand text • Identify and explain main ideas and details • Understand author’s purpose • Understand the role of graphic features • Use various techniques to analyze text • Continue to develop and expand their vocabulary • Continue to refine fluency strategies • Identify and apply grammatical techniques to edit and revise their writing • Identify focus traits and apply techniques to their writing 	
Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers	
Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/indexhtm, Units of Study Resource CD	
Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)	
Teacher Notes:	

Primary interdisciplinary connections: Social Studies- Current Events, World Cultures, Science- Gases, Nature Poetry, Fine Arts- Readers Theter
21st century themes: Technology

Evidence of Learning
Summative Assessment Day 5 Lesson Tests Writing: On Demand and Performance assessments Monthly Writing Pieces Weekly Grammar Quiz Weekly Spelling Tests Running Records
Formative Assessment Writing conferences Entry/Exit Tickets Questioning Progress Monitoring Classwork/Homework
Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central

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Teacher Instructional Resources: Journey’s Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 120 minutes to include: Whole Group Small Group	Main Selection, Paired Selection, Vocabulary Leveled Readers
Spelling/Grammar	Journeys

Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	Unit 3: Research-Based Information Writing (<i>Books, Websites and Presentations</i>)		
Anchor Standard (ELA)			
Writing Standards			
Text Types and Purposes:			
<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<u>CCSS.ELA-LITERACY.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<u>CCSS.ELA-LITERACY.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating			

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understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

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

CCSS.ELA-LITERACY.CCRA.W.9

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

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10-

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

Students will learn how to write research-based informational essays. They will explain important ideas related to teen activism. Students will read and analyze a wide variety of sources to develop a “big picture” view, and discover key points and ideas within a larger topic. Students will use a digital platform to promote awareness and activism for the issue they have chosen.

Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language
1	W.6.2, W.6.5, W.6.7, W.6.8, W.6.9.b	RI.6.1, RI.6.2, RI.6.3, RI.6.7,	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
2	W.6.2, W.6.4, W.6.7, W.6.8, W.6.9.b	RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.7, RI.6.9, RI.6.10	SL.6.1, SL.6.2	L.6.1, L.6.2, L.6.3
3	W.6.1, W.6.2.a,e,d; W.6.3, W.6.4, W.6.7,	RI.6.1, RI.6.2, RI.6.5, RI.6.7,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3,
4	W.6.1, W.6.2, W.6.4, W.6.5, W.6.9.b,	RI.6.1, RI.6.2, RI.6.3, RI.6.5	SL.6.1	L.6.1, L.6.2, L.6.3
5	W.6.2, W.6.4, W.6.7, W.6.8, W.6.9.a,	RI.6.1, RI.6.2, RI.6.3, RI.6.7,	SL.6.1, SL.6.3	L.6.1, L.6.2, L.6.3
6	W.6.2.a, W.6.4, W.6.5	RI.6.1, RI.6.2, RI.6.3, RI.6.5,	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
7	W.6.2.b,c,d; W.6.5, W.6.7, W.6.8, W.6.9.b, W.6.10	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7	SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
8	W.6.2, W.6.5, W.6.7, W.6.9.b, W.6.10	RI.6.1, RI.6.2, RI.6.3, RI.6.7,	SL.6.1	L.6.1, L.6.2, L.6.3
9	W.6.1, W.6.2.b,c,d,e; W.6.3.b,d; W.6.5	RI.6.1, RI.6.2, RI.6.3, RI.6.7	SL.6.1, SL.6.2, SL.6.3, SL.6.5	L.6.1, L.6.2, L.6.3,
10	W.6.2, W.6.5	RI.6.10	SL.6.1	L.6.1.c,d; L.6.2.a,
11	W.6.2.a, W.6.5, W.6.9.b	RI.6.3, RI.6.7, RI.6.10	SL.6.1, SL.6.5	L.6.1, L.6.2, L.6.3,
12	W.6.2.a, W.6.4, W.6.5, W.6.7, W.6.8,	RI.6.1, RI.6.2	SL.6.1	L.6.1, L.6.2, L.6.3
13	W.6.2.b,c; W.6.7, W.6.8, W.6.9.b	RI.6.1, RI.6.2, RI.6.3, RI.6.4,	SL.6.1	L.6.1, L.6.2, L.6.3
14	W.6.2, W.6.5	RI.6.2, RI.6.3, RI.6.10	SL.6.1, SL.6.3, SL.6.5	L.6.1, L.6.2, L.6.3
15	W.6.2, W.6.4, W.6.6, W.6.7, W.6.8,	RI.6.7, RI.6.10	SL.6.1, SL.6.2	L.6.1, L.6.2, L.6.3
16	W.6.2, W.6.5, W.6.6, W.6.7, W.6.8	RI.6.1, RI.6.2, RI.6.3, RI.6.5	SL.6.1, SL.6.2, SL.6.5	L.6.1, L.6.2, L.6.3
17	W.6.2, W.6.5, W.6.6	RI.6.1, RI.6.2, RI.6.3, RI.6.10	SL.6.1, SL.6.2, SL.6.4, SL.6.5,	L.6.1, L.6.2, L.6.3,
18	W.6.2, W.6.6	RI.6.10	SL.6.1, SL.6.2, SL.6.4, SL.6.5,	L.6.1, L.6.2, L.6.3,

Essential Question(s)

- ❖ How can gleaning a big picture view of a topic help us write informational essays?
- ❖ Why is it important to check the validity of information?

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- ❖ How does information writing promote activism and action?

Enduring Understandings

- ❖ Informational writers know how to glean a big picture view of a topic, and uncover key points or ideas within that topic
- ❖ Writing is the most powerful tool that human beings have for thinking about knowledge—for understanding, organizing, and using information.

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW an organized informational (explanatory) essay with an introduction, elaboration on a variety of information, transition words and a conclusion.

TSW elaborate on key points with emblematic, concrete details to create and accurate picture of the topic for readers.

TSW strengthen their credibility by incorporating solid evidence into their writing including accurate quotes, supportable facts, and clear statistics.

TSW employ complex sentences and incorporate useful text features into their writing.

Assessments

Formative

- On Demand #2

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- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences
- Active Engagement

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> - Strategy/Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> Readingandwritingproject.org</p>	
Suggested Time Frame:	8 weeks

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English Language Arts

Grade 6: Unit 4



Curriculum

Lower Township Elementary Schools
2015

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Unit Overview

Content Area: Language Arts

Unit Title: Treasures of the Ancient World

Unit: 4

Target Course/Grade Level: 6th

Timeline: 27 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. They will understand characters, author's purpose, text and graphic features, story structure, and fact/opinion. They will use questioning, infer/predict, analyze/evaluate, monitor/clarify and summarize. Students will describe a period of ancient history, and ancient civilizations.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

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

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and

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spelling when writing.

Vocabulary Acquisition and Use

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

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

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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- 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.

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- RI.6.9- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 Delineate 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 eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

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

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.L.6.1.E

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

CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

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

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4

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

CCSS.ELA-LITERACY.L.6.4.A

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

CCSS.ELA-LITERACY.L.6.4.B

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

CCSS.ELA-LITERACY.L.6.4.C

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

CCSS.ELA-LITERACY.L.6.4.D

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

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.L.6.5.A

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

CCSS.ELA-LITERACY.L.6.5.B

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

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CCSS.ELA-LITERACY.L.6.5.C

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

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Unit Essential Questions

- How do clues match historical ideas in a story?

Unit Understanding

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<ul style="list-style-type: none"> • What can story structure prove about a character? • How can a character reflect good versus evil, or overcoming insurmountable odds? • Can a story relate a changing social issue? • Why are details important to understanding a story setting? • How can we interpret quotes to connect to our everyday lives? 	<ul style="list-style-type: none"> • The past is full of amazing stories
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p>	
<ul style="list-style-type: none"> • Compare and contrast events in a story • Identify the difference between fact and opinion • Use story structure to understand text • Identify cause and effect • Identify and explain the role of main ideas and details • Use various techniques to analyze texts • Will continue to develop and expand vocabulary • Continue to refine fluency strategies 	
<p>Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers</p>	
<p>Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/indexhtm, Units of Study Resource CD</p>	
<p>Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)</p>	
<p>Teacher Notes:</p>	

Primary interdisciplinary connections: **Social Studies-** Current Events, World Cultures, **Science-** Gases, Nature Poetry, **Fine Arts-** Readers Theater

Evidence of Learning
<p>Summative Assessment Day 5 Lesson Tests Writing: On Demand and Performance assessments Monthly Writing Pieces Weekly Grammar Quiz Weekly Spelling Tests Running Records</p>
<p>Formative Assessment Entry/Exit Tickets Questioning Progress Monitoring Classwork/Homework</p>
<p>Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central</p>

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Teacher Instructional Resources: Journey’s Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 75 minutes to include: Whole Group Small Group	Main Selection, Paired Selection, Vocabulary Leveled Readers
Spelling/Grammar	Journeys

Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	<i>Fiction Writing</i>		

Anchor Standard (ELA)

Writing Standards

Text Types and Purposes:

CCSS.ELA-LITERACY.CCRA.W.1

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

CCSS.ELA-LITERACY.CCRA.W.2

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

CCSS.ELA-LITERACY.CCRA.W.3

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4

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

CCSS.ELA-LITERACY.CCRA.W.5

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

CCSS.ELA-LITERACY.CCRA.W.6

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

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating

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understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

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

CCSS.ELA-LITERACY.CCRA.W.9

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

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10-

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

This unit is designed to follow the sixth-grade personal narrative unit. The Common Core State Standards for narrative writing are challenging, and this unit, in combination with the first narrative unit, will bring students to those high levels. Students will learn to write narratives using “effective technique,” “relevant descriptive details,” and “well-structured event sequences.” They will learn to craft and revise integral scenes, to create well-developed characters that respond to conflict in realistic ways, and to use tension and pacing to draw readers into their unfolding plot.

Standard(s)

Writing Standards	Reading Standards	Speaking & Listening	Language Standards
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3, RL.6.5, RL.6.6	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4.a
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.5, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3.a,b,c,d,e; W.6.4, W.6.5,	RL.6.2, RL.6.3, RL.6.6, RL.7.6	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5, W.6.9.a,	RI.6.1, RL.6.2, RL.6.4, RL.6.5,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3, W.6.5, W.6.10	RI.6.1, RL.6.2	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5, W.6.10	RI.6.1, RL.6.5	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5, W.6.9.a,	RL.6.2, RL.6.4, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.5	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5,
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.4, RL.6.5, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.3, RL.6.5	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5	RL.6.2, RL.6.5	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.4	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3	RL.6.6, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3

Essential Question(s)

- ❖ How can we use what we know about writing personal narratives to write fiction?
- ❖ How does deep and meaningful large-scale revision improve our writing?
- ❖ What are the qualities of a strong fictional draft?

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- ❖ How can revising “on-the-go” enhance our writing?

Enduring Understandings

- ❖ There are multiple ways to develop a seed idea through work on characters, plot, and setting
- ❖ Fiction writers draft with a strong purpose
- ❖ Fiction writers revise in deep and meaningful ways
- ❖ Fiction writers use different lenses of focus during revision

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW write a fictional narrative using effective techniques, relevant descriptive details, and well-structured event sequences.

TSW engage in large-scale, and on-the-go revision to create well-developed characters

TSW will use tension and pacing to draw readers into the unfolding plot of their story

Assessments

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Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences
- Active Engagement

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> - Strategy/Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<u>Reference Material and/or Teacher Resources</u>	

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Units of Study in Narrative, Information and Opinion Writing
Resource CD
Readingandwritingproject.org

Suggested Time Frame:	8 weeks
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Lower Township School District
Cape May, New Jersey

English Language Arts

Grade 6: Unit 5



Curriculum

Lower Township Elementary Schools
2015

**Lower Township School District
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Unit Overview

Content Area: Language Arts

Unit Title: Taking Charge of Change

Unit: 5

Target Course/Grade Level: 6th

Timeline: 27 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. Target skills include: understanding characters, story structure, main idea and details, author’s purpose and text and graphic features. They will summarize, infer/predict, analyze/evaluate, visualize, and monitor/clarify. Students will describe important changes in their lives and their community. Students will describe how technology and/or world events have affected them at home, and at school, and how they reacted to those changes.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

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

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

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

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2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-
- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
-
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in

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words to develop a coherent understanding of a topic or issue.

- RI.6.9- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 Delineate 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 eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

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

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.L.6.1.E

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

CCSS.ELA-LITERACY.L.6.2

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

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CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

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

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4

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

CCSS.ELA-LITERACY.L.6.4.A

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

CCSS.ELA-LITERACY.L.6.4.B

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

CCSS.ELA-LITERACY.L.6.4.C

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

CCSS.ELA-LITERACY.L.6.4.D

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

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.L.6.5.A

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

CCSS.ELA-LITERACY.L.6.5.B

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

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better understand each of the words.

CCSS.ELA-LITERACY.L.6.5.C

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

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do character’s relationships affect a story? • How does a new friendship affect an old friendship? • How can a story reflect change in the world? • Why would an author write about historical events? • How can events show how technology has changed? • Why does the author’s writing style affect the story? 	<p>Unit Understanding</p> <ul style="list-style-type: none"> • Changing things for the better is worth the challenge.
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • Compare and contrast events in a story • Understand and write conclusions and generalizations • Identify cause and effect • Understand and identify author’s purpose • Place events in proper sequence • Use various techniques to analyze texts • Continue to develop and expand vocabulary • Continue to refine fluency strategies 	
<p>Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers</p>	
<p>Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/index.htm, Units of Study Resource CD</p>	
<p>Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)</p>	
<p>Teacher Notes:</p>	

Primary interdisciplinary connections: Social Studies- Current Events, World Cultures, **Science-** Gases, Nature Poetry, **Fine Arts-** Readers Theater

<p>Evidence of Learning</p>
<p>Summative Assessment</p> <p>Day 5 Lesson Tests</p> <p>Writing: On Demand and Performance assessments</p> <p>Monthly Writing Pieces</p> <p>Weekly Grammar Quiz</p> <p>Weekly Spelling Tests</p> <p>Running Records</p>
<p>Formative Assessment</p> <p>Entry/Exit Tickets</p> <p>Questioning</p> <p>Progress Monitoring</p> <p>Classwork/Homework</p>

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Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central

Teacher Instructional Resources: Journey's Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 75 minutes to include: Whole Group Small Group	Main Selection, Paired Selection, Vocabulary Leveled Readers
Spelling/Grammar	Journeys

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Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	Unit 5: Poetry		
Anchor Standard (ELA)			
Writing Standards			
Text Types and Purposes:			
<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<u>CCSS.ELA-LITERACY.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<u>CCSS.ELA-LITERACY.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<u>CCSS.ELA-LITERACY.CCRA.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<u>CCSS.ELA-LITERACY.CCRA.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Range of Writing:			

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CCSS.ELA-LITERACY.CCRA.W.10-

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

The Common Core State Standards call on readers to be able not just to name, but also to analyze the effects of author’s craft and structure. In poetry craft and structure get center stage more explicitly than in other genres, making it an ideal venue for practicing that kind of work. Students will understand how figurative language and symbolism work through working on more than one level.

Standard(s)

Writing Standards	Reading Standards	Speaking & Listening	Language Standards
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3, RL.6.5,	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4.a
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.5, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3.a,b,c,d,e; W.6.4,	RL.6.2, RL.6.3, RL.6.6,	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5,	RI.6.1, RL.6.2, RL.6.4,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3, W.6.5, W.6.10	RI.6.1, RL.6.2	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5, W.6.10	RL.6.1, RL.6.5	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5,	RL.6.2, RL.6.4, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.5	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.4,
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.4, RL.6.5,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.3, RL.6.5	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5	RL.6.2, RL.6.5	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.4	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3	RL.6.6, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3

Essential Question(s)

Enduring Understandings

- ❖ Finding the right words help us make sense of big questions and give voice to whatever moves use

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW write a variety of narrative and lyric poetry
 TSW use close reading to analyze mentor poems
 TSW draw inspiration from their own lives, and the world around them to write poetry of their own
 TSW engage in various cycles of revision to lift the quality of their drafts

Assessments

Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences

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- Active Engagement

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> - Strategy/Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> Readingandwritingproject.org</p>	
Suggested Time Frame:	8 weeks

Lower Township School District
Cape May, New Jersey

English Language Arts

Grade 6: Unit 5



Curriculum

Lower Township Elementary Schools
2015

**Lower Township School District
Cape May, New Jersey**

Unit Overview

Content Area: Language Arts

Unit Title: Taking Charge of Change

Unit: 5

Target Course/Grade Level: 6th

Timeline: 27 days

Unit Summary

Students will read fiction and nonfiction texts in a variety of domains. Target skills include: understanding characters, story structure, main idea and details, author's purpose and text and graphic features. They will summarize, infer/predict, analyze/evaluate, visualize, and monitor/clarify. Students will describe important changes in their lives and their community. Students will describe how technology and/or world events have affected them at home, and at school, and how they reacted to those changes.

Learning Targets

Anchor Standards

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Writing:

Text Types and Purposes¹

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

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

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

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2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
-
- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
-
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in

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words to develop a coherent understanding of a topic or issue.

- RI.6.9- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 Delineate 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 eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

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

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.L.6.1.E

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

CCSS.ELA-LITERACY.L.6.2

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

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CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

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

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4

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

CCSS.ELA-LITERACY.L.6.4.A

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

CCSS.ELA-LITERACY.L.6.4.B

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

CCSS.ELA-LITERACY.L.6.4.C

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

CCSS.ELA-LITERACY.L.6.4.D

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

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.L.6.5.A

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

CCSS.ELA-LITERACY.L.6.5.B

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

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better understand each of the words.

CCSS.ELA-LITERACY.L.6.5.C

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

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do character’s relationships affect a story? • How does a new friendship affect an old friendship? • How can a story reflect change in the world? • Why would an author write about historical events? • How can events show how technology has changed? • Why does the author’s writing style affect the story? 	<p>Unit Understanding</p> <ul style="list-style-type: none"> • Changing things for the better is worth the challenge.
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • Compare and contrast events in a story • Understand and write conclusions and generalizations • Identify cause and effect • Understand and identify author’s purpose • Place events in proper sequence • Use various techniques to analyze texts • Continue to develop and expand vocabulary • Continue to refine fluency strategies 	
<p>Integration of Technology: Interactive Whiteboard Lessons, Videos, Think Central, computers</p>	
<p>Technology Resources: ReadWriteThink.org, google apps, etc.usf.edu/language/index.htm, Units of Study Resource CD</p>	
<p>Opportunities for Differentiation: Strategic Tiers II and III: Write-In Reader, Reading Tool Kit, Curious about Words, Leveled Readers (Struggling, On-Level, Advanced and ELL), Vocabulary Strategies, Small Group Differentiation (Vocabulary Reader, Comprehension, Fluency)</p>	
<p>Teacher Notes:</p>	

Primary interdisciplinary connections: Social Studies- Current Events, World Cultures, **Science-** Gases, Nature Poetry, **Fine Arts-** Readers Theater

<p>Evidence of Learning</p>
<p>Summative Assessment</p> <p>Day 5 Lesson Tests</p> <p>Writing: On Demand and Performance assessments</p> <p>Monthly Writing Pieces</p> <p>Weekly Grammar Quiz</p> <p>Weekly Spelling Tests</p> <p>Running Records</p>
<p>Formative Assessment</p> <p>Entry/Exit Tickets</p> <p>Questioning</p> <p>Progress Monitoring</p> <p>Classwork/Homework</p>

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Equipment needed: Laptop, Whiteboard, F&P Benchmark Assessment System, Units of Study in Argument, Information and Narrative, Think Central

Teacher Instructional Resources: Journey's Lessons 1-5, Blackline Masters, Vocabulary Cards, Mentor Texts

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Language Arts: 75 minutes to include: Whole Group Small Group Spelling/Grammar	 Main Selection, Paired Selection, Vocabulary Leveled Readers Journeys

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Content Area:	ELA Writing	Grade(s)	6
Unit Plan Title:	Unit 5: Poetry		
Anchor Standard (ELA)			
Writing Standards			
Text Types and Purposes:			
<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<u>CCSS.ELA-LITERACY.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<u>CCSS.ELA-LITERACY.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<u>CCSS.ELA-LITERACY.CCRA.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<u>CCSS.ELA-LITERACY.CCRA.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Range of Writing:			

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CCSS.ELA-LITERACY.CCRA.W.10-

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview/Rationale

The Common Core State Standards call on readers to be able not just to name, but also to analyze the effects of author’s craft and structure. In poetry craft and structure get center stage more explicitly than in other genres, making it an ideal venue for practicing that kind of work. Students will understand how figurative language and symbolism work through working on more than one level.

Standard(s)

Writing Standards	Reading Standards	Speaking & Listening	Language Standards
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3, RL.6.5,	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4.a
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.5, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.3, RL.6.6	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3.a,b,c,d,e; W.6.4,	RL.6.2, RL.6.3, RL.6.6,	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5,	RI.6.1, RL.6.2, RL.6.4,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.6
W.6.3, W.6.5, W.6.10	RI.6.1, RL.6.2	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5, W.6.10	RL.6.1, RL.6.5	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.3	SL.6.1, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5,	RL.6.2, RL.6.4, RL.6.10	SL.6.1	L.6.1, L.6.2, L.6.3, L.6.4
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.5	SL.6.1, SL.6.4, SL.6.6	L.6.1, L.6.2, L.6.3, L.6.4,
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.2, RL.6.4, RL.6.5,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.2, RL.6.3,	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3
W.6.3, W.6.4, W.6.5, W.6.10	RL.6.1, RL.6.3, RL.6.5	SL.6.1, SL.6.2, SL.6.4	L.6.1, L.6.2, L.6.3
W.6.3.a,b,c,d,e; W.6.5	RL.6.2, RL.6.5	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3, W.6.5	RL.6.3, RL.6.4	SL.6.1	L.6.1, L.6.2, L.6.3
W.6.3	RL.6.6, RL.6.10	SL.6.1, SL.6.6	L.6.1, L.6.2, L.6.3

Essential Question(s)

Enduring Understandings

- ❖ Finding the right words help us make sense of big questions and give voice to whatever moves use

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In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW write a variety of narrative and lyric poetry
 TSW use close reading to analyze mentor poems
 TSW draw inspiration from their own lives, and the world around them to write poetry of their own
 TSW engage in various cycles of revision to lift the quality of their drafts

Assessments

Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences

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- Active Engagement

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> - Strategy/Skill Based Groups - Mini-lessons - Portfolios - Shared Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers
Resources	Trade Books/Mentor Texts
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> Readingandwritingproject.org</p>	
Suggested Time Frame:	8 weeks