

<p>Quarter 1: Learning Lessons Through Literature</p> <p>Unit Description: This unit will focus on how characters change through a story. We will be reading a variety of genres: myths, tall tales, fables, fairy tales, science fiction, fantasy, and more.</p>	<p>Anchor Text(s): Various tall tale, science fiction, fable, fairytale, fantasy texts Tell-Tale Heart, by Edgar Allan Poe</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the theme of the text? • How do the characters in this text respond or change as the plot moves toward a resolution? What episodes in the plot cause him/her to change? • How do specific excerpts of literature fit into the overall development of the plot? • How does the point of view impact the meaning of the text? 	<p>Reading Standards*</p> <p>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.</p> <p>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.</p> <p>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</p> <p>RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p>	<p>Writing Standards*</p> <p>W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 6.10 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 discipline-specific tasks, purposes, and audiences.</p>
	<p>Speaking and Listening</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, issues, and texts, building on others' ideas and expressing their own clearly.</p>		

* See page 5 for a list of additional standards that are addressed every quarter.

<p>Quarter 2: Teaching Through Tragedies</p> <p>Unit Description: Through the use of tragedies, students will be able to determine the central idea, make inferences, understand how key events are explained, how authors use point of view to explain their perspective.</p>	<p>Anchor Text(s): <u>The Challenger Disaster</u> by Tim McNeese <u>The Great Fire</u> by Jim Murphy <u>The Attack on Pearl Harbor</u> by Jane Sutcliffe</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What can we learn from reading about different tragedies around the world? • How is a historical tragedy introduced, illustrated, and elaborated? • How is an informational text structured to develop the central idea? • What unique insights can a reader gain from reading two texts that address the same tragedy? 	<p>Reading Standards*</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>Writing Standards*</p> <p>W 6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
		<p>Speaking and Listening</p> <p>SL 6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>SL 6.5 Include multimedia components and visual displays in presentations to clarify information.</p>	

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<p>Quarter 3: Legendary Leaders</p> <p>Unit Description: This unit will focus on the impact of legendary leaders and their influence on the world today.</p>	<p>Anchor Text(s):</p> <p>Biographical Stories of Nelson Mandela, Gandhi, Martin Luther King, Amelia Earhart, John F. Kennedy <u>Chasing King's Killer</u> by James L. Swanson</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can one person's influence or motive impact society? • How does the author use words or phrases to enhance the comprehension of the topic? • How does the author convey his point of view on various leaders? • Evaluate an argument and specific claims in an informational text. 	<p>Reading Standards*</p> <p>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI 6.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Writing Standards*</p> <p>W 6.10 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 discipline-specific tasks, purposes, and audiences.</p>
		<p>Speaking and Listening</p> <p>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.</p> <p>SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.</p>	

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<p>Quarter4: Conflict</p> <p>Unit Description: This unit will focus on how external and/or internal conflicts affect literature and informational text. Through the use of various texts, students will explore the effects of conflict on character development.</p>	<p>Anchor Text(s): <u>The Watsons Go to Birmingham</u> by Christopher Paul Curtis <u>Among the Hidden</u> by Margaret Peterson Haddix <u>Freak the Mighty</u> by Rodman Philbrick <u>Crash</u> by Jerry Spinelli <u>The Boy in the Striped Pajamas</u> by John Boyne <u>Phantom Tollbooth</u> by Norton Juster</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does conflict impact character development, plot, or theme in a text? • How do the characters in the text respond or change as the plot moves towards a resolution? • How does a specific stanza, chapter, or scene fit into the overall development of the plot, setting, or theme? • Compare and contrast how the same theme is developed in two different stories. 	<p>Reading Standards*</p> <p>RL 6.3 Describe how the characters respond or change as the plot moves toward a resolution.</p> <p>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.</p> <p>RL 6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>Writing Standards*</p> <p>W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 6.10 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 discipline-specific tasks, purposes, and audiences.</p>
<p>Speaking and Listening</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>			

* See page 5 for a list of additional standards that are addressed every quarter.

The following standards are addressed every quarter.

Reading Literature 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 6.10 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.
Reading Informational Standards	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 6.10 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.
Writing Standards	W 6.1 Write arguments to support claims with clear reasons and relevant evidence.
	W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
Language Standards	L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	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.

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