

6 <sup>th</sup> Grade - Unit 1					
What impact does change have on a person's understanding? – first trimester					
Standards	Reading – Literary/Informational		Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.		Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite textual evidence/draw inferences 2– Determine central ideas/themes/summarize 9 – analyze source material		3- Narrative 9-Draw evidence to support	1-Prepare and participate	4 – Language in context
Topical Essential Questions	How can close reading of single or multiple texts help a reader infer themes?	How do writers craft a theme in a piece of narrative text?	How do readers use text evidence to support the analysis of a text?	How does word choice impact the meaning of the text?	How do readers determine the meaning of unknown words?
Enduring Understandings	Good readers read and reread texts to compare, infer, and synthesize author's purpose and style to analyze theme development.	Writers craft a theme by developing events and characters using a narrative structure.	Effective readers determine central ideas, identify appropriate text evidence and explain the connection to draw conclusions.	The connotation and denotation of words powerfully affect the meaning of the text.	Readers use word parts and context clues to comprehend unknown words.
Assessments	Formative			Summative	
	Diagnostic Readers/Writers Notebook Annotating and Marking the Text Graphic Organizers Conferencing Drafts			Narrative piece (writing)  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can read and reread texts for a variety of purposes.                  I can develop a narrative with a theme, characters and plot events.                  I can identify central ideas and explain them.                  I can explain the connection that text evidence has to ideas.                  I can cite text appropriately.                  I can analyze theme and character development.                  I can construct meaning from multiple meaning words.                  I can use context clues to gain understanding.                  I can determine author’s purpose.                  I can annotate and mark the text during readings and rereading.                  I can participate in discussions.</p>		
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>		<p><b>Tier Three</b></p>
	<p>Participate Share Connect Compare Infer Develop Generate Determine</p>	<p>Explain Cite Textual Evidence Express Retell Communicate Imagine Transform</p>	<p>Annotate Inference Evidence Theme Personal Opinion Character Development Character Trait Dialogue Climax Conflict Incident Resolution Story Element / Story map Interaction Connotative meaning Denotative meaning Figurative Meaning Literal Meaning Author’s purpose Analysis Narrative</p>
<p><b>Recommended Text</b></p>			

6 <sup>th</sup> Grade - Unit 2					
How are people transformed through their relationships with others?– first trimester					
Standards	Reading – Literary/Informational		Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.		Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite textual evidence / draw inferences 2 – Determine central ideas/themes/summarize 3-Analyze characters/events 5- Analysis Structure		1 – Argument 3 - Narrative	1 – Prepare and participate	4 – Language in context
Topical Essential Questions	How do story elements convey meaning?	How does a section of text impact the whole text?	What makes a strong literary analysis?	How do writers select and support appropriate text evidence in their writing?	How does an author's use of word choice and use of figurative language affect their craft?
Enduring Understandings	Meaning is gained through analysis of character, plot, setting, climax, conclusion, and theme.	Each section of a text impacts the development of the overall piece and its meaning.	A strong literary analysis points out the author’s choices and explains the significance of these choices by developing an argument with new and complex understandings.	Writers identify ideas and text logically grounded to support their claim and then provides reasoning.	Authors use specific words and phrases to establish tone and allow their readers to gain insight and strengthen their understanding of the message.
Assessments	Formative			Summative	
	Annotating and Marking the Text Graphic Organizers organization and sequence Reader’s/Writer’s Notebook Conferencing Drafts			Literary Essay  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can use graphic organizers to analyze text.                  I can generate ideas using graphic organizers.                  I can create multiple drafts of a piece of writing.                  I can collaborate with others for a purpose.                  I can evaluate how an episode and/or line impact the rest of a text.                  I can write an analysis of a text to demonstrate my understanding and reaction to a text.                  I can support ideas with details and evidence.                  I can evaluate the tone of a text.</p>	
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier Two</b></p> <p>Collaborate                  Create                  Connect                  Evaluate                  Infer                  Analysis                  Generate                  Determine</p>	<p style="text-align: center;"><b>Tier Three</b></p> <p>Explain                  Cite                  Textual Evidence                  Express                  Craft                  Communicate                  Strengthen                  Transform</p> <p>Tone                  Plot                  Theme                  Setting                  Line                  Argument                  Logical Reasoning                  Figurative Language: Irony, Symbolism, Alliteration, Analogy                  Episode                  Climax                  Character Traits                  Theme                  Point of View: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></p>
<p><b>Recommended Text</b></p>		

6 <sup>th</sup> Grade - Unit 3					
What causes change? – Second Trimester					
Standards	Reading – Literary/Informational		Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.		Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards	5 – Analyze structure 6-Analyze point of view 9-Analyze source material		2 – Informational / Explanatory 8-Gather sources	1 – Prepare and participate 4- Present	2- Conventions
Topical Essential Questions	How do readers determine the credibility of a source?	How do groups share and gather information to draw generalizations?	What structures do effective writer's use to inform and explain a topic to their readers?	How does a writer establish their point of view in a piece of writing?	
Enduring Understandings	Readers evaluate the validity of a source by comparing facts, opinions and reasoning with other sources.	Group participants share their ideas and actively listen to information, in order to question and reflect on ideas to present new findings.	Writers purposefully use a variety of structures to craft their message while staying focused, detailed, and organized, in order to clearly communicate ideas to an audience.	The writer uses a claim and evidence to establish their point of view.	
Assessments	Formative		Summative		
	Graphic Organizers organization and sequence Reader's / Writer's Notebook Conferencing Annotating and Marking the Text Present a Claim		Informational Written piece (RST) <ul style="list-style-type: none"> <li>• What's Important...</li> <li>• Take a side</li> </ul> *Additional Summative Assessments developed by the grade level per building		

<p><b>Learning Targets</b></p>	<p>I can evaluate the validity of sources.                  I can compare facts, opinions and reasoning from multiple sources.                  I can effectively use questions both in my reading and in a group.                  I can reflect on my reading and writing.                  I can generate new ideas and thoughts.                  I can develop a variety of text structures including compare / contrast, problem / solution, cause / effect, and descriptive.                  I can write from first and third person points of view.                  I can use elaboration in my writing.                  I can present orally my information to others for a specific purpose.                  I can gather information from a variety of sources.</p>		
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>		<p><b>Tier Three</b></p>
	<p>Incorporate Organize Engage Match Build Generate Reflect Effective Select Reflect Arrange</p>	<p>Expand Present Summarize Synthesize Explore Reason Claim Gather Listen Research</p>	<p>Quote Reason Support Objective Summary Chronology Exposition Conflicting Evidence News Bulletin Version Account Periodical Primary Source Memo First Person Firsthand Third Person Perspective Documentary Format Lecture News Broadcast Editorial Feature Story / Article Secondary Source</p>
<p><b>Recommended Text</b></p>			

6 <sup>th</sup> Grade - Unit 4				
How can perspective change an interpretation? – Second Trimester				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	3 – Analyze events/characters 6 – Analyze point of view 7 – Compare / contrast two different mediums 8 – Delineate/evaluate argument and claims	1 – Argument 2 – Informational	2– Interpret information presented	4-Langugae in context
Essential Questions	How do readers gather information from diverse media and text to support analysis, reflection, and research?	How do writers engage their reader to have a deeper understanding of their claim?	How do readers analyze key individuals, events, or ideas and their contribution to the development of ideas from multiple texts?	How do readers interpret diverse media formats?
Enduring Understandings	Readers revisit diverse media and text with the claim in mind identifying valid evidence that supports it.	Writers use a variety of text features, info graphics, images, and other multimedia to extend their audiences understanding.	Readers analyze and connect the authors’ development of literary elements and the impact of those elements on the overall pieces.	Readers close read media first for content, then for the way the content is structured, and finally to gain a deeper understanding.
Assessments	Formative		Summative	
	Reader’s response Socratic Seminars Graphic Organizers Writer’s Notebook Conferencing		Literary Analysis with two pieces of text (Literary Analysis Task) Public Service Announcement  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<b>Learning Targets</b>	<p>I can gather information and understanding from multimedia sources.                  I can develop and support a claim.                  I can analyze the purpose of multimedia.                  I can close read visual media.                  I can synthesize information from multiple sources to present a claim.                  I can analyze the development of plot, events and characters in multiple pieces of text.                  I can describe the development of an argument.</p>		
<b>Essential Vocabulary</b>	<b>Tier Two</b>		<b>Tier Three</b>
	<p>Reread                  Question                  Study                  Compile                  Refer                  Analyze                  Specify                  Synthesize</p>	<p>Claim                  Reason                  Anticipate                  Convey                  Record                  Disagree                  Confirm                  Evaluate</p>	<p>Target Audience                  Task                  Purpose                  Deadline                  Appeal                  Credible                  Tone                  Focus                  Info Graphs                  Visual Media                  Audio Media                  Valid                  Reflection                  Text elements</p>
<b>Recommended Text</b>			



6 <sup>th</sup> Grade - Unit 5				
How and why does change occur? – fifth 6 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards	7 – Compare / contrast two different mediums 9 – Analyze source material	7- Short research 8 – Gather sources 9 – Draw evidence to support	4 – Present information 6 – Adapt speech	3a – Vary sentences 3b – Style and tone
Essential Questions	How do writers conduct short inquiry based research projects using relevant and sufficient information from a variety of sources?	How do writers elaborate and connect their ideas with their text evidence?	What are the different ways to organize and deliver an informational speech?	How do readers compare and contrast medias on the same topic or theme?
Enduring Understandings	Writers create a question, investigate from multiple sources, quote and paraphrase, and document findings.	Writers use textual evidence to support logical conclusions, to connect ideas, and explain their purpose.	Speakers identify their target audience, logically organize their information and use appropriate delivery methods to support their audience’s understanding.	Readers analyze and evaluate content, reasoning, and claims in diverse formats to explore a topic, theme or idea.
Assessments	Formative		Summative	
	Graphic Organizers Writer’s Notebook Reader’s Response Cornell Notes Conferencing Bibliography Outline		One-page Research Paper Presentation  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<b>Learning Targets</b>	<p>I can use graphic organizers while researching.                  I can create a bibliography page.                  I can use MLA format during research.                  I can create topic and sentence outlines.                  I can generate a research paper.                  I can directly quote and paraphrase from multiple sources.                  I can connect ideas and evidence to a specific question.                  I can present information to a target audience.                  I can investigate for a specific purpose.</p>		
<b>Essential Vocabulary</b>	<b>Tier Two</b>		<b>Tier Three</b>
	<p>Generate                  Connect                  Investigate                  Define                  Establish                  Construct                  Generalize</p>	<p>Consider                  Conclude                  Persuade                  Plagiarize                  Cite                  Acknowledge                  Note</p>	<p>Clarification                  Argument                  Accuracy                  Objective tone                  Efficient                  URL                  Thesis Statement                  Bibliography                  Digital Source                  Outline</p>
<b>Recommended Resources</b>			

6 <sup>th</sup> Grade - Unit 6				
How can communication impact change? – sixth 6 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	5 – Analyze structure 7 – Compare / contrast two different mediums 9 – Analyze source material	4 – Clear and consistent writing	1 – Prepare and participate	3a – Vary sentences 3b – Style and tone
Essential Questions	Why does author’s choice matter?	Why is it important to read, speak and write in a variety of ways?	Why is it important to compare and contrast multiple versions of what we hear and see?	What is my purpose and how do I develop it?
Enduring Understandings:	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Different modes of reading, speaking and writing allow you to express yourself in different ways to a variety of audiences.	Readers can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize.	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
Assessments	Formative		Summative	
	Graphic organizers Discussion / conference Philosophical Chairs Reader’s Response Marking the text		Author Study, or Genre Study, or Motif Study, or Multi-Modal Product  <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can apply reading and writing skills to generate a literary study piece. I can assess my audience and deliver my message intentionally. I can critique a variety of texts. I can participate in a variety of discussion and conversations. I can annotate text to construct meaning.			

	<p>I can describe author’s choices and connect themes across multiple texts.                  I can revisit my reading and writing to reflect on my skills.                  I can read and write at grade level.                  I can compare and contrast text in different genres on the same topic.</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>Tier Two</b></p>	<p><b>Tier Three</b></p>
	<p>Revise                  Reflect                  Apply                  Conclusions                  Formulate                  Assess                  Interpret                  Demonstrate</p>	<p>Genre                  Theme                  Motif                  Multi-Modal                  Viewpoint                  Knowledge base                  Proofread                  Peer Response</p>
<p><b>Recommended Text</b></p>		