

Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts

Grade Level: 6

Unit 1- Loyalty and Respect	6 Weeks
Unit 2- Space and Time	6 Weeks
Unit 3- Challenges and Obstacles	6 Weeks
Unit 4- Explorers, Pioneers, and Discoverers	6 Weeks
Unit 5- Resources	6 Weeks

Date Revised: August 2015

Board Approved on: August 27, 2015

Unit 1 Overview

Content Area: Reading/Language Arts

Unit 1 Title: Loyalty and Respect

Grade Level: 6

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

Science- MS-LS4-2-Patterns can be used to identify cause and effect relationships.

Social Studies- 6.1.8.D.2.b- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards:

Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Standards.

<p>Reading Literature</p> <ul style="list-style-type: none"> • Setting • Visualize • Fluency- Model Characterization/Dialogue • Character • Summarize • Fluency- Model Tempo and Rate • Compare and Contrast • Fluency- Model Tone of Voice 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Fluency- Model Phrasing • Fact and Opinion • Graphic Organizers • Fluency- Model Tempo and Rate • Answer Questions
<p>Writing</p> <ul style="list-style-type: none"> • Memoir • Character Sketch • Journal Entry 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Story Telling • Talk Show • Advertisement

<ul style="list-style-type: none"> • Problem /Solution • Narrative Writing 	<ul style="list-style-type: none"> • Panel Discussion
<p>Language</p> <ul style="list-style-type: none"> • Four Kinds of Sentences • Subjects and Predicates • Independent and Dependent Clauses • Compound and Complex Sentences • Context Clues • Common and Proper Nouns • Word Structure • Vocabulary 	
CPI #	Cumulative Progress Indicator (CPI)
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.6.7	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.6.8	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.
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.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and

	logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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.6.4	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.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
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.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the

text?

- How do I use the parts of speech effectively?
- How does reading fluently help me to monitor comprehension as I read?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

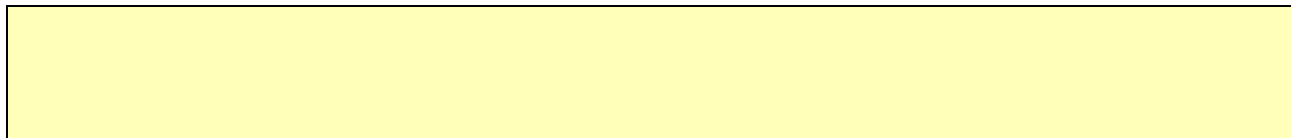
- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parcconline.org
- www.pearsonsuccessnet.com



Unit 2 Overview

Content Area: Reading/Language Arts

Unit 2 Title: Space and Time

Grade Level: 6

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

Science-MS-ESS1-3- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Social Studies- 6.1.8.A.2.c-Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 2. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards:

Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Compare and Contrast
- Answer Questions

Reading Informational Text

- Fluency- Model Tempo and Rate
- Fluency- Model Volume
- Main Idea
- Monitor and Fix Up
- Graphic Sources
- Prior Knowledge
- Fluency- Model Phrasing
- Text Structure
- Summarize

Writing

Speaking and Listening

<ul style="list-style-type: none"> • Directions • Hypothesis and Results • Friendly Letter • Interview • Explanation 	<ul style="list-style-type: none"> • Informational Speech • Oral Presentation • Readers’ Theater • Oral Report • Newscast
<p>Language</p> <ul style="list-style-type: none"> • Regular and Irregular Plural Nouns • Possessive Nouns • Dictionary/Glossary • Word Structure • Action and Linking Verbs • Past, Present, and Future Tenses • Context Clues • Subject-Verb Agreement • Vocabulary 	
CPI #	Cumulative Progress Indicator (CPI)
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.5	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.6.7	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.6.10	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.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
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).
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.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How does reading fluently help me to monitor comprehension as I read?
- How do I use appropriate writing techniques to share information with my readers?

Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Baseline Test • <u>Reading Street</u> Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS Tracker 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • <u>Reading Street</u> End of Year Benchmark Assessments • Online SUCCESS Tracker
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels 	
<p>Teacher Resources:</p> <p>Pearson Scott Foresman’s <u>Reading Street</u> Student Edition</p> <p>Leveled Readers</p> <p>Literacy Centers</p> <p>NJ Daily Practice Book</p> <p>Phonics and/or Spelling Books</p> <p>Grammar and Writing Book</p> <p>Recommended Online Resources:</p> <p>www.corestandards.org</p> <p>www.njcccs.org</p> <p>www.parconline.org</p> <p>www.pearsonsuccessnet.com</p>	

Unit 3 Overview	
Content Area: Reading/Language Arts	
Unit 3 Title: Challenges and Obstacles	
Grade Level: 6	
Unit Summary	
<p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science- MS-LS4-2-Patterns can be used to identify cause and effect relationships.</p> <p>Social Studies- 6.1.8.D.2.b- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 3. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
Standards:	
Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Standards.	
Reading Literature <ul style="list-style-type: none"> • Sequence • Visualize • Fluency- Model Phrasing • Fluency- Model Emotion/Expression • Generalize • Draw Conclusion • Text Structure 	Reading Informational Text <ul style="list-style-type: none"> • Generalize. • Ask Questions • Sequence • Predict • Fluency- Model Punctuation Clues
Writing <ul style="list-style-type: none"> • Expository Writing • Biographical Study 	Speaking and Listening <ul style="list-style-type: none"> • Radio Newscast. • Dramatization

<ul style="list-style-type: none"> • Rules • E-Mail • Compare and Contrast 	<ul style="list-style-type: none"> • Demonstration • Story Telling
<p>Language</p> <ul style="list-style-type: none"> • Word Structure • Verbs, Objects, and Subject Complements • Principal Parts of Regular Verbs • Principal Parts of Irregular Verbs • Troublesome Verbs • Prepositions • Context Clues • Vocabulary 	
CPI #	Cumulative Progress Indicator (CPI)
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.6.7	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.6.7	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.6.10	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.
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.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
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.
Unit Essential Questions	
<ul style="list-style-type: none"> • How do appropriate speaking and listening skills affect relationships and learning? 	

- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

Unit 4 Overview	
Content Area: Reading/Language Arts	
Unit 4 Title: Explorers, Pioneers, and Discoverers	
Grade Level: 6	
Unit Summary	
<p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science- MESS1-3-Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems.</p> <p>Social Studies- 6.1.8.B.4.b-Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 4. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
Standards:	
Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Standards.	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Draw Conclusion • Visualize • Fluency- Model Characterization/ Dialogue 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Cause and Effect • Summarize • Author’s Purpose • Fluency- Model Pauses • Fluency- Model Tone of Voice • Prior Knowledge • Fluency- Model Punctuation Clues • Monitor and Fix Up

<p>Writing</p> <ul style="list-style-type: none"> • Describe a setting • Story About an Animal • News Story • Summary • TV Script 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Panel Discussion • Persuasive Speech • Interpret Poetry • Newscast • Advertisement
<p>Language</p> <ul style="list-style-type: none"> • Subject and Object Pronouns • Pronouns and Antecedents • Possessive Pronouns • Infinitive and Reflexive Pronouns • Word Structure • Using <i>Who</i> and <i>Whom</i> • Context Clues • Glossary/Dictionary Skills • Vocabulary 	
CPI #	Cumulative Progress Indicator (CPI)
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.7	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.6.5	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.6.10	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.
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.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).

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.
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.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition
 Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parconline.org

www.pearsonsuccessnet.com

Unit 5 Overview	
Content Area: Reading/Language Arts	
Unit 5 Title: Resources	
Grade Level: 6	
<p>Unit Summary</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science-MS-ESS3-1-All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.</p> <p>Social Studies-6.1.8.B.2.b-Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 5. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language Standards.</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Plot • Predict • Fluency- Model Characterization/ Dialogue • Cause and Effect • Graphic Organizers • Fluency- Model Emotion • Monitor and Fix Up • Sequence 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Fluency- Model Phrasing. • Fluency- Model Punctuation Clues. • Monitor and Fix Up • Fact and Opinion. • Prior Knowledge • Main Idea • Text Structure

<ul style="list-style-type: none"> • Fluency- Model Pauses 	
Writing <ul style="list-style-type: none"> • Literary Review • Letter to the Editor • Poem • Brochure • Advertisement 	Speaking and Listening <ul style="list-style-type: none"> • Interview • Persuasive Speech • Retelling • Demonstration
Language <ul style="list-style-type: none"> • Contractions and Negatives • Articles and Adjectives • Dictionary/Glossary • Demonstrative Adjectives • Comparative and Superlative Adjectives • Adverbs • Context Clues • Vocabulary 	
CPI #	Cumulative Progress Indicator (CPI)
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.3	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.6.5	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.6.10	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.6.5	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.6.8	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.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
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.
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.
Unit Essential Questions	

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com