

Grade 6 ELA Pacing Guide

Unit 1: Finding Your Voice	Unit 2: Seeing Both Sides	Unit 3: Speaking the Truth	Unit 4: Using Your Voice
<p>Extended Text: <u>Among the Hidden</u> <u>Freak the Mighty</u> In the addendum to this pacing guide, and in the Safari Montage Playlist Unit One: Finding Your Voice, you have options in the approach of teaching this unit: use of the novel <i>Among the Hidden</i>, use of <i>Freak the Mighty</i> (resources can be found in the Unit 4 section of this pacing guide) or use of the new Common Core Anthology (Unit 8 – Information, Argument, and Persuasion; Unit 7 – Biography and Autobiography-see addendum).</p>	<p>Extended Text: <u>Flipped</u> <u>Peak</u></p>	<p>Extended Text: <u>Watsons Go To Birmingham</u> <u>Dogsong</u></p>	<p>Extended Text: <u>Lightning Thief</u> <u>Freak the Mighty</u></p>
<p>Power Standards: ELACC6RI1 - Cite textual evidence to support analysis. ELACC6RI2 – Determine central idea; provide objective summary ELACC6RI4 - Determine the meaning of words and phrases. ELACC6RI8 – Trace and evaluate argument; distinguish claims that are supported versus those that are not. ELACC6W1 – Write arguments to support claims. ELACC6SL4 – Present claims and findings. ELACC6L3 – Use knowledge of conventions when writing, speaking, reading or listening. ELACC6L4 – Determine or clarify the meaning of unknown and</p>	<p>Power Standards: ELACC6RL1 – Cite textual evidence to support analysis. ELACC6RL3 – Describe how a plot unfolds and how characters respond. ELACC6RL4 – Determine the meaning of words and phrases. ELACC6RL9 – Compare and contrast texts in different forms or genres. ELACC6W2 – Write informative/explanatory texts. ELACC6W3 – Write narratives. ELACC6W8 – Gather relevant information from multiple print and digital resources. ELACC6SL1 – Engage effectively in a range of collaborative discussions. ELACC6L3 – Use knowledge of conventions when writing, speaking, reading or listening.</p>	<p>Power Standards: ELACC6RI1 - Cite textual evidence to support analysis. ELACC6RI2 – Determine central idea; provide objective summary ELACC6RI4 - Determine the meaning of words and phrases. ELACC6RI8 – Trace and evaluate argument; distinguish claims that are supported versus those that are not. ELACC6W2 – Write informative/explanatory texts. ELACC6W3 – Write narratives. ELACC6W8 – Gather relevant information from multiple print and digital resources. ELACC6SL4 – Present claims and findings. ELACC6L3 – Use knowledge of conventions when writing, speaking, reading or listening. ELACC6L4 – Determine or clarify the</p>	<p>Power Standards: ELACC6RL1 – Cite textual evidence to support analysis. ELACC6RL3 – Describe how a plot unfolds and how characters respond. ELACC6RL4 – Determine the meaning of words and phrases. ELACC6RL9 – Compare and contrast texts in different forms or genres. ELACC6W1 – Write arguments to support claims. ELACC6W3 – Write narratives. ELACC6SL1 – Engage effectively in a range of collaborative discussions. ELACC6SL2 – Interpret information presented in diverse media and formats. ELACC6L3 – Use knowledge of conventions when writing, speaking, reading or listening.</p>

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multiple-meaning words and phrases based on grade 6 content.	ELACC6L4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 content.	meaning of unknown and multiple-meaning words and phrases based on grade 6 content.	ELACC6L4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 content.
Supporting Standards: ELACC6RI 3,5,6,7,9,10 ELACC6W4, 5, 6, 9b, 10 ELACC6SL5,6 ELACC6L2, 5, 6	Supporting Standards: ELACC6RL 2,5,6,7,10 ELACC6W4, 5,6,7, 9a, 10 ELACC6SL5 ELACC6L2, 5, 6	Supporting Standards: ELACC6RI 3,5,6,7,9,10 ELACC6W4,5,6,7, 9b, 10 ELACC6SL5,6 ELACC6L 1, 2, 5, 6	Supporting Standards: ELACC6RL 5,6,7,9,10 ELACC6W4,5,6, 9a, 10 ELACC6SL3,5 ELACC6L2, 5, 6
Common Formative Assessments: Journal responses Reflections Comprehension Vocabulary	Common Formative Assessments: Journal responses Reflections Comprehension Vocabulary Figurative Language	Common Formative Assessments: Journal responses Reflections Comprehension Vocabulary Figurative Language	Common Formative Assessments: Journal responses Reflections Comprehension Vocabulary Figurative Language
AMONG THE HIDDEN Integrated Writing Tasks: Example Argumentative Writing Tasks Your goal is to inform the public about the population law through an <u>editorial</u> and a <u>political cartoon</u> . You are a journalist and your audience is the readers of a local newspaper. You want to persuade the public to change or to become aware of the population law. Your goal is to convince consumers not to purchase one of the outlawed products in the book by writing a <u>jingle</u> and a <u>commercial</u> promoting the government’s laws. You are an advertising executive in an AD agency. Your audience is consumers who watch TV and	FLIPPED Integrated Writing Tasks: Example Informative/Explanatory Writing Tasks: Juli’s perspective was different when she was in the tree than when she was on the ground. Discuss perspective. How is Juli’s perspective different from Bryce’s? Transferring to a new school can be a difficult experience. How can new students make the transition to a new school easier? How can other students help their new classmate in and out of school? Design a brochure that gives this information to new students and their classmates.	WATSONS GO TO BIRMINGHAM Integrated Writing Tasks: Example Informative/Explanatory Writing Tasks: Many individuals risked their lives for equality. Choose a person who was active in a civil rights role in history. Explain why they are known for their work, what they did, and what the lasting effects of their work are. Create a prezzi or glog with questions for other students to answer. The Civil Rights Movement was a difficult time in American History. People were treated differently based on the color of their skin. Explain some specific ways people were treated differently, and how those ways changed due to the voices of those who worked hard for change.	LIGHTNING THIEF Integrated Writing Tasks: Example Argumentative Writing Tasks: You work for H&M Employment Agency (heroes and monsters). Now that “Medusa’s Head” is over, Perseus and Medusa are both in need of a new job! What kind of job do you think they should get? Write them a letter thanking them for coming to your agency, and explain the job you have chosen (either for Medusa or Perseus, not both.) Give specific reasons WHY that job would be perfect for them! Use the friendly letter format. You can choose whether to write to Medusa or Perseus. Spell their names correctly.

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<p>would potentially buy your product. You want to persuade people that your product is bad because they are now outlawed. Remember the techniques that we learned about. Remember some of the banned products from the book: soda, potato chips, pets, etc.</p> <p>Your goal is to recruit members for the Population Police by creating a PowerPoint slide to be shown on your school wide announcements, create a series of posters for the hallways, and write a 30-second announcement to be read on the morning announcements. You are a member of the Population Police in training at your school. Your audience is prospective members of the Population Police force. Remember to use evidence and persuasive techniques that we learned in class.</p> <p>Informative/Explanatory Examples Writing Situation: In the book Among the Hidden, the main character, Luke Garner is a third child living in a society where it is only legal to have two children. The population law in this book is fiction; however, in China there are regulations on how many children people are allowed to have.</p>	<p>Narrative Examples Bryce and his grandfather seem unable to communicate well. Write a narrative about your communication with a grandparent or older person. What made your experience positive or negative? Describe it.</p>	<p>What did they do? Address the non-violence of Martin Luther King, Jr. as part of how change occurred.</p> <p>Narrative Examples Put yourself in their shoes: After completing the “Youth Privilege Aptitude Test”, consider your findings. Do you feel this is accurate? Consider if you were on the opposite end of the test – someone who was or was not judged. How would your life be different? Give specific examples. Create a blog for students after doing the bus boycott activity online: Before the Boycott: Riding the Bus. Ask them to describe what they saw, and how they felt about it. Do they feel it was effective?</p>	<p>You must use simple, compound and complex sentences. Compound sentences must use both semi-colons AND coordinating conjunctions. (4th quarter grammar supplement)</p> <p>Narrative Examples Write a concrete poem about a god or goddess using a symbol of theirs (example: a poem about Zeus in the form of a lightning bolt.) Read the story about Echo & Narcissus (also in Nature Myths video). Create a story about why something exists that is not really based on mythology (example: thunder happens because angels are bowling.) Then give the REAL reason why it happens.</p> <p>Write a story about you accidentally stumbling upon the sisters Phorcides. What happens? Make up a story about someone else who was in Pompeii. Write a paragraph using sensory details to say what they experienced through the volcano.</p> <p>Informational Examples Research volcanoes, create projects to present (poster, power point, cereal box, Prezi, Glogster)</p> <p>Research Pompeii, create projects</p> <p>Create a mapquest of the path that</p>
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<p>Writing Directions: For your informative/explanatory essay, you will research the laws in China to inform your peers what the regulations are and how they originated. How are the laws enforced? How successful have they been? Are these laws popular or unpopular among the people?</p>			<p>Percy, Annabeth & Grover took. Find them hotels for each place, places to eat, etc... how much money do you think they need? Don't forget a car, gas money, etc. Find an expensive way, and an inexpensive way for them to go.</p> <p><u>FREAK THE MIGHTY</u></p> <p>Integrated Writing Tasks:</p> <p>Example Argumentative Writing Task: How does viewing the film adaptation of a novel compare to reading the book? Which do you prefer? Why? Write an argument to explain your preference. Be sure to include at least three reasons for your preference and examples for each reason.</p> <p>Example Informative/Explanatory Writing Tasks: What makes the characters in this novel believable? Cite specific details from the text to support your reasoning.</p> <p>Narrative Examples Walk in a character's shoes— Imagine that, by magic, you switch places with either Freak or Maxwell. Pick an important event from the beginning, middle, and end from the story (three total)</p>
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			and retell each scene with yourself in the character's place (be sure to show how you would act differently and/or make different decisions.
Evidence from or reference to texts should be included in all writing			
<p><u>AMONG THE HIDDEN</u> Example Speaking & Listening Tasks: Your goal is to influence voters to ban or not ban the population law by participating in a debate. You are a supporter of banning the population law <u>or</u> you are a supporter of the population law. Your audience is government officials as well as regular citizens who have an opinion about the population law. You are to participate in a debate supporting the law or supporting the banning of the law. You must get evidence to support your position and convince others to agree with you. You will make questions and notes for the debate.</p> <p>Suggested Tasks: Medical Research Presentation Propaganda Discussion Parts of a book (title page, table of contents, glossary, index, etc)</p>	<p><u>FLIPPED</u> Example Speaking and Listening Tasks: "Paperless Chicken Research Project" - You will research and present your findings on baby chicks, hens, roosters/eggs, chicken coops, and chicken feed. You will create a Prezi about your findings along with a properly-formatted bibliography to document sources. You will present your Prezi to the class and will be graded on content and presentation skills.</p> <p>Class Discussions - Plot Diagram Theme POV Conflict Response to Literature Character Analysis Perspective Allusion</p> <p>Suggested Tasks: Body Biography (Share) Chicken Research Project/Presentation Journal entry from character's point of view Connect songs to story's theme (Share)</p>	<p><u>WATSONS GO TO BIRMINGHAM</u> Example Speaking and Listening Tasks: You will use a graphic organizer to document important information while watching videos and reading biographies of Civil Rights activists. You will discuss the knowledge you have gained about these individuals in a small group. We will then discuss in a large group prior to reading <i>Watson's</i>.</p> <p>Class Discussions - Research Plot Diagram POV Conflict Response to Lit Allusion</p> <p>Suggested Tasks: Civil Rights Leader's research project (Presentation) Prezi Presentations Postcards (Share)</p>	<p><u>THE LIGHTNING THIEF</u> Example Speaking and Listening Tasks: You will be separated into a "house", just like the demigods live in houses in <u>The Lightning Thief</u>. Together with your "housemates", you will research your god (i.e. Athena, Aphrodite, Hermes, etc.). Once your research is complete, your group will teach the rest of the class about your assigned god. You may choose any type of multimedia presentation (glog, prezi, etc.) to accomplish this.</p> <p>Class Discussions - Mythology Poetry Medical research (per book) Allusion</p> <p>Suggested Tasks: Research Morquio's Syndrome (Presentation) 6th Grade Dictionary (Share) Journal about friendship, special needs, bullying (Share) Compare/contrast book vs. movie (Presentation)</p>

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	Compare/Contrast book vs. movie (Presentation)		
<p>Academic Vocabulary: Informative, Expository, Annotation, Fact, Analysis, Journal, Non-Fiction, Summary, Primary Source, Secondary Source, Strategy, Explicit, Rhetoric, Implicit, Journalism, Objective, Subjective, Extraneous, Paraphrase, Central Idea, Bias, Abstract, Editorial, Introduction, Fact, Supporting, Opinion, Domain-Specific, Literal, Simile, Figurative, Idiom, Hyperbole, Connotation/Connotative, Nuance, Root, Denotation, Metaphor, Suffix, Concrete, Allusion, Affix, Claim, Logic, Testimonial, Reasoning, Bandwagon, Plain Folks, Evidence, Pathos, Induction, Support, Logos, Deduction, Valid, Ethos, Hasty Generalization, Propaganda, Symbolism</p>	<p>Academic Vocabulary: Imagery, Characterization, Citation, Genre, Setting, Analysis, Sensory Detail, Plot, Annotation, Inferred, Tone, Explicit, Evidence, Figurative Language, Plot Structure, Climax, Antagonist, First Person Narrative, Falling Action, Protagonist, Third Person, Resolution, Dialogue, Omniscient, Exposition, Static Character, Conflict, Rising Action, Dynamic Character, Episode, Diction, Verse, Rhythm, Metaphor, Rhyme, Simile, Hyperbole, Literal, Rhyme Scheme, Personification, Onomatopoeia, Lyric Poem, Alliteration, Symbol, Concrete, Narrative Poem, Ode, Ballad, Epic, Compare/Contrast, Context, Literary Period, Primary Source, Era, Secondary Source, Theme, Allegory, Perspective</p>	<p>Academic Vocabulary: Informative, Expository, Annotation, Fact, Analysis, Journal, Non-Fiction, Summary, Primary Source, Secondary Source, Strategy, Explicit, Rhetoric, Implicit, Journalism, Objective, Subjective, Extraneous, Paraphrase, Central Idea, Bias, Abstract, Editorial, Introduction, Fact, Supporting, Opinion, Domain-Specific, Literal, Simile, Figurative, Idiom, Hyperbole, Connotation/Connotative, Nuance, Root, Denotation, Metaphor, Suffix, Concrete, Allusion, Affix, Claim, Logic, Testimonial, Reasoning, Bandwagon, Plain Folks, Evidence, Pathos, Induction, Support, Logos, Deduction, Valid, Ethos, Hasty Generalization, Symbolism</p>	<p>Academic Vocabulary: Imagery, Characterization, Citation, Genre, Setting, Analysis, Sensory Detail, Plot, Annotation, Inferred, Tone, Explicit, Evidence, Figurative Language, Plot Structure, Climax, Antagonist, First Person Narrative, Falling Action, Protagonist, Third Person, Resolution, Dialogue, Omniscient, Exposition, Static Character, Conflict, Rising Action, Dynamic Character, Episode, Diction, Verse, Rhythm, Metaphor, Rhyme, Simile, Hyperbole, Literal, Rhyme Scheme, Personification, Onomatopoeia, Lyric Poem, Alliteration, Symbol, Concrete, Narrative Poem, Ode, Ballad, Epic, Compare/Contrast, Context, Literary Period, Primary Source, Era, Secondary Source, Theme, Allegory, Perspective</p>
<p><u>AMONG THE HIDDEN</u> Short Text Literary “The Quiet World” “Eleven” – Lit Book p. 327 Short Text Informational “The End of China’s One-Child</p>	<p><u>PEAK</u> Short Text Literary “Climbing For Goats” by Stewart Edward White Short Text Informational “Nova Online – Everest”</p>	<p><u>WATSONS GO TO BIRMINGHAM</u> Short Text Literary “Zlateh the Goat”- Lit Book, pg. 240 “I Was Not Alone” – Lit Book, pg. 350 “He Lion, Bruh Bear, and Bruh Rabbit” – Lit Book, pg. 639</p>	<p><u>LIGHTNING THIEF</u> Short Text Literary “Medusa’s Head” “Dog of Pompeii” “Loo-Wit” “The Fire Keeper” “Ta-Na-E-Ka” – Lit Book, pg.15</p>

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<p>Policy?" by Dexter Roberts "A Brief History of China's One-Child Policy by Laura Fitzpatrick</p> <p>"Letter from China: The Writing on the Wall" posted by Evan Osnos</p> <p>One Child Policy</p> <p>Forms of Government</p> <p><u>FREAK THE MIGHTY</u> Short Text Literary "King Arthur at Avalon by Thomas Wentworth Higginson</p> <p>"Just Once" – Lit Book, pg.2</p> <p>Short Text Informational "The Necessity of Chivalry" by Sir Thomas Malory</p> <p>"King Arthur"</p> <p>"Morquio Syndrome" http://children.webmd.com/morquio-syndrome</p> <p><i>Chicken Soup for the Teenage Soul II : 101 Stories of Life, Love, and Learning</i></p> <p><i>Taste Berries for Teens : Inspirational Short Stories and Encouragement on Life, Love, Friendship, and Tough Issues</i></p>	<p>"Mount Everest" – History.com "Should a teenager be climbing Mount Everest?" by Patrick Barkham</p> <p>"Romero youngest to climb Everest"</p> <p>"American boy, 13, breaks Everest record"</p> <p>"The Sherpas of Mount Everest" by Brian Handwerk</p> <p>Poetry "A Mountain Climbing Echo" by Miroslava Odalovic "If" by Rudyard Kipling</p> <p>Photographs "Climbing Everest – National Geographic"</p> <p>FLIPPED Short Text Literary "Sneetches" – Lit Book. Pg. 379</p> <p>Short Text Informational "Kids With Special Needs" http://kidshealth.org/kid/feeling/friend/special_needs.html</p> <p>"Salmonella Infections" http://kidshealth.org/PageManager.jsp?dn=AkronChildrens&article_set=22957&lic=69&cat_id=20048</p> <p>"Deforestation" <a 121="" 497="" 708="" 883"="" href="http://environment.nationalgeographic.com/environment/global-</p> </td> <td data-bbox="> <p>Short Text Informational "A Glory Over Everything" by Ann Petry Bus Boycott: Historical Documents Highlight Integration Milestone</p> <p>Encyclopedia Britannica's guide to Black History – Biographies</p> <p>Encyclopedia Britannica's guide to Black History – Places and Things</p> <p>Birmingham Church Bombing Article</p> <p>"Portraits of Character: Martin Luther King Jr. Impassioned Voice for Equality"</p> <p>"Jackie changed face of sports" by Larry Schwartz</p> <p>Petition to the Tsar of Russia (connects with social studies and Russian Revolution)</p> <p>Explanation of the Petition to the Tsar of Russia</p> <p>"Heroes of the Civil Rights Movement"</p> <p>Speeches "I Have a Dream" by Martin Luther King, Jr. http://teachingamericanhistory.org/library/index.asp?document=40</p> </p>	<p>Short Text Informational "Pompeii: Portents of Disaster" by Professor Andrew Wallace-Hadrill</p> <p>"Pompeii" – Discovery Channel</p> <p>"Deadly Shadow of Vesuvius – NOVA Online"</p> <p>"Myths About the Sky, Constellations and Stars" – Windows to the Universe</p> <p>"Medusa" - http://www.historyforkids.org/learn/greeks/religion/myths/medusa.htm</p> <p>"Greek Mythology for Kids" - http://www.buzzle.com/articles/greek-mythology-for-kids.html</p> <p>www.rickriordan.com A multitude of resources for teachers, including charts, "monster glossary", etc. Scour this website before studying the book – there is a LOT of information here for teachers.</p> <p>http://www.ancientgreece.com/s/Main_Page/ - A lot of historical information on Ancient Greece</p> <p>"Dog of Pompeii" Webquest (includes sheet to follow along): http://webs.rps205.com/teachers</p>
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<p><i>Hereditary Diseases</i> by Jacqueline Harris</p> <p>Poetry “The Arrow and the Song” by Henry Wadsworth Longfellow “A Time to Talk” by Robert Frost “Be A Friend” by Edgar A. Guest</p>	<p>warming/deforestation-overview/</p>	<p>Poetry “I Know Why the Caged Bird Sings” by Maya Angelou “The Ballad of Birmingham” by Dudley Randall “I Dream a World” by Langston Hughes</p> <p>Safari Videos Harriet Tubman, MLK, Jr. Cesar Chavez “I Have a Dream Speech” – YouTube</p> <p>Artwork Civil Rights Photographs</p> <p>DOGSONG Short Text Literary “The Raven Myth”</p> <p>Short Text Informational “Eskimo History and Culture” “Traditional Eskimo Life” Essay “Inuit lives and diets change as ice shifts” by Catriona Davies “Scientist lives as Inuit for a year to save disappearing language” by Thair Shaikh “Animals of the Arctic – Thinkquest”</p> <p>Poetry “An Old Eskimo Poem – Moved” Translated by Tom Lowenstein</p>	<p>/jberg/dogofpompeii.html http://www.history.com/topics/pompeii - Good Pompeii information</p> <p>Safari Videos The Gods of Olympus Defying the Gods Journeys of Odysseus Nature Myths Labors of Heracles Perseus and Medusa Theseus and the Minotaur</p> <p>Film <i>The Lightning Thief</i> <i>Clash of the Titans</i> (goes with “Medusa’s Head”)</p> <p>Poetry http://www.readbookonline.net/readOnline/11394/ - “On The Medusa Of Leonardo Da Vinci In The Florentine Gallery” Author: Percy Bysshe Shelley The actual picture is in the Lit. Book on the cover of the story “Medusa’s Head.”</p> <p>Artwork http://www.greek-gods-and-goddesses.com/index.html This website has artwork of Greek and</p>
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<p>Language: 1st semester: Prepositions and Prepositional Phrases Nouns, verbs, DO, IO, (Predicate Adjective and Predicate Nominative Introduction) Adjectives, Adverbs Subject/Pred. (complete & simple) Sentence purpose (declarative, Interrogative, exclamatory, Imperative)</p> <p><i>Behind the Mask – A Book About Prepositions</i> by Ruth Heller</p> <p><i>Kites Sail High – A Book About Verbs</i> by Ruth Heller</p> <p><i>Chickens Aren't the Only Ones – A Book About Nouns</i> by Ruth Heller</p> <p><i>Tales That Teach Parts of Speech</i> by Rosalie Wyman Whitesides.</p>		<p>Video “The Sled Dogs of the Arctic Circle” PBS Learning Media</p> <p>Language: 2nd semester Pronouns Predicate Adjective and Predicate Nominative Conjunctions Clauses Sentence Types (simple, compound, complex, compound-complex) Interjections Semi-colons, colons, quotes</p> <p><i>Tales That Teach Parts of Speech</i> by Rosalie Wyman Whitesides.</p>	<p>Roman gods, as well as monsters and stories. * Caution, nudity in a lot of art. 😊</p> <p>FREAK THE MIGHTY Short Text Literary “King Arthur at Avalon by Thomas Wentworth Higginson</p> <p>“Just Once” – Lit Book, pg.2</p> <p>Short Text Informational “The Necessity of Chivalry” by Sir Thomas Malory</p> <p>“King Arthur”</p> <p>“Morquio Syndrome” http://children.webmd.com/morquio-syndrome</p> <p><i>Chicken Soup for the Teenage Soul II : 101 Stories of Life, Love, and Learning</i></p> <p><i>Taste Berries for Teens : Inspirational Short Stories and Encouragement on Life, Love, Friendship, and Tough Issues</i></p> <p><i>Hereditary Diseases</i> by Jacqueline Harris</p> <p>Poetry “The Arrow and the Song” by Henry Wadsworth Longfellow</p>
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			"A Time to Talk" by Robert Frost "Be A Friend" by Edgar A. Guest
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Addendum to the 6th Grade Pacing Guide

The following is an addendum to the 6th grade pacing guide for Unit 1. This is an option for teachers to use the new Holt McDougal anthology (2012 Common Core Edition) as their main source of texts and activities.

Unit 8 Know the Facts (New Text) – Information, Argument, and Persuasion – Informational Text and Media Unit (Holt McDougal Literature Teacher’s Edition 6th Common Core) New Literature Book forthcoming

Additional Selections from Literature Text which supports Unit One – Finding Your Voice

“All Summer in a Day” Ray Bradbury pg. 66

from “ Anastasi Krupnik” Lois Lowry pg. 197

“Jeremiah’s Song” Walter D. Myers pg. 220

“Eleven” Sandra Cisneros pg. 198

from “Smallville” television clip pg. 260

“Nadia the Willful” Sue Alexander pg. 348

“The Jacket” Gary Soto pg. 498

“Who are you?” Emily Dickinson pg. 630

Unit Seven – Biography and Autobiography: All pieces within this unit support the reading, vocabulary, writing, and LSV standards for this unit of study. Integrate language skills within the context of the reading from this unit.

Literature Response:

As you read, take notes about the following in your journal:

Setting

List of characters and their traits

The character’s internal responses and external behaviors to events in the story

The events that lead up to climax, and, ultimately, the character’s development

“Finding Your Voice” – how does the protagonist’s actions reflect this unit’s theme?

Be sure to write down the page numbers of relevant information, or mark your book with sticky notes, so you can go back and cite the text during class discussion. You will be given an opportunity to talk through your ideas with a partner prior to class discussion. (RL.6.1)

Discuss the elements of setting (e.g., time, place, and environment) with your classmates. Find examples of how time, place, and environment are used in your novel. Write your ideas on a sticky note before sharing ideas as a class. After the class discussion, look back in the text to find specific examples of how the author described the setting. Create a three-column chart in your journal (or as a table on the computer) to help you organize your notes; use one column for each element of setting. (RL.6.1, RL 6.3)

Create a character map of one of the characters from your novel, citing specific examples from the text. As a class, we will compare and contrast similarities and differences in how the characters develop over the course of a story, and discuss how we learn from the behavior of literary characters – both through examples and “non-examples.” (RL.6.1, RL.6.3)

Narrative Writing

Write a prequel to your text. What elements of the original are important to maintain in creating a prequel? What elements of setting (time, place, and environment) will you include? Be sure to stay true to the original characters and open the prequel with an attention-getting scene. The well-developed prequel should hook the reader from the start. Edit your writing for pronouns, punctuation, and spelling. Your teacher may ask you to draw and scan an illustration to accompany it. (RL.6.3, W.6.3, W.6.4, L.)

Dramatization/Fluency

Choose a scene from the text that you find humorous or that touched you in some way. Work with classmates to present the scene as a dramatic reading. You may also record your presentation using a video camera to compare the differences in impact between seeing and hearing the words. (SL6.6)

Informative/Explanatory Writing

What did you learn about the authors from the biographies, autobiographies, letters, or interviews that you didn't know before? How much of the author's experience do you "see" in the text after learning more about him/her? Prior to drafting your essay, you should establish a plan for locating credible and reliable information. Your explanation should be a well-developed essay that includes three to four supporting details. Edit your writing for pronouns, punctuation, and spelling. (RI.6.1, L.6.1a,b, L.6.2a, b)

Write an informative/explanatory essay in response to the essential question (How does a character change over the course of a story?) Choose at least three examples from the text to support your answer to this essential question. Prepare the essay for publication by editing, especially for pronouns, punctuation, and spelling. Upload your essay to the classroom blog or a class wiki. Be prepared to make an audio recording of your essay and upload it as a podcast on the class web page for this unit. (W.6.9a,b W.6.4, L.6.1a, b, L.6.2a,b)

Research

Use the research process to research the setting for the text. For example, if you are reading *The Watsons Go To Birmingham, 1963*, you can research Alabama in the 1960s and explain to the class what the area was like at that time. Paraphrase or cite from at least three sources using the standard bibliographic format preferred by your teacher. You may want to present your findings in a multimedia format. (W.6.7)

Poetry Response

How is the theme "finding your voice" similar and different in the poems and the prose we've read? Write your ideas in your journal prior to class discussion. (SL.6.6)

Word Study

Keep an index card file of words studied while reading. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, and so on. Can you select a word and find its root? How do prefixes and suffixes affect the part of speech and spelling? (L.6.4a,b)

As a class, create a Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.6.4)

Grammar and Usage

Your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain relative pronouns and adverbs to the class, and then you will practice some cloze activities as a class: (i.e., (1) I told you about the dog _____ [who, whose, whom, which, that] lives next door. (2) The stars were shining _____ [brightly, bright] in the night sky.) Select a piece of your own writing, circle the relative pronouns and adverbs, and ensure the correct words were used. (L.6.1a)

As a class, create a Mechanics/Grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons (e.g., proper use of punctuation, capitalization). Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for the elements before publication. (L.6.1, L.6.2, L.6.3)

Your teacher will teach mini-lessons on the individual language standards. For example, as a class you will find examples of commas, parentheses, and dashes in books read in class. See if the class can generalize rules for when these are used. Then, you will chose a piece of your own writing and see if there is a place where information could be added – and decide if a comma, parentheses, or a dash is needed. Check your work with a partner. (L.6.2a)

Other Teaching Materials (found on Safari Montage 6th Grade Unit 1 Playlist)

Interpreting a Political Cartoon (RL.6.4, SL.6.4; SL.6.5; SL.6.6)

Incorporating Political Cartoons in the Classroom (RL.6.4, SL.6.4; SL.6.5; SL.6.6)

History of Political Cartoons as well as persuasive techniques PowerPoint (W.6.1 elements a-e, RL.6.4, SL.6.4; SL.6.5; SL.6.6)

How to write a newspaper editorial (W.6.1)

Example Editorial (W.6.1)

Pathos Ethos Logos Propaganda Techniques (SL.6.2)

How to write a jingle and create a commercial (W.6.4,6; SL.6.5; SL.6.4; SL.6.6)

Recruiting Posters (RL.6.1)

US Army Recruiting Ad (RL6.1)
PowerPoint Dos and Don'ts (W.6.6; SL.6.5)
PowerPoint Dos and Don'ts Handout (W.6.6; SL.6.5)
How to Conduct a Classroom Debate (SL.6.1, elements a-d)
Debating Advice (SL.6.1, elements a-d)
Fun Way to Introduce Debates (SL.6.1, elements a-d)
Debate Exemplar on YouTube (SL.6.1, elements a-d; SL.6.2 & 3)

Academic Vocabulary: Fun way to learn vocabulary

Teachers or students type in vocabulary words along with the definitions and then play arcade games to support learning and usage of words within written language. (RL.6.4 & 5)

Flashcard Machine – teacher will need to sign up. You may enter the vocabulary words and access the data bank. If students have an individual email, they may make their own flashcards. It has a study device and quiz capability that may be used as a formative assessment. The data bank is enormous for multiple contents. Students may also download a free app for their BYOT devices. (RL.6.4 & 5)

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6L3 Use knowledge of language and its <u>conventions</u> when <u>writing, speaking, reading or listening</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Use • Write • Speak • Listen 	<ul style="list-style-type: none"> • Writing • Speaking • Reading • Listening • Conventions • Language 	<p>2 Application</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>One must write, speak, read and listen in an effective manner to successfully communicate with others.</p>		<p>How will you apply your knowledge of writing, speaking, reading and listening in an interesting and effective manner in order to communicate with others?</p>

ELACC6L3
Further Explanation

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Check writing for over-use of simple sentences, combining or revising to achieve appropriate fluency and variation
- Be alert for the overuse of words such as any, all, always, never, very, etc. (most style manuals and writers websites provide lists of over-used words to which you may refer)
- Remember that less is more in your writing; use adequate descriptions and explanations, but avoid flowery language and wordy explanations; be concise

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Proactively seek out examples of grammatical concepts under consideration in grade 6 (primarily pronouns) in texts under consideration by the class
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7

Sample Task for Integration:

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with attention to sentence fluency. Using a chart or spreadsheet, have students analyze their writing to find out what percentage of their sentences are simple, compound, etc. Have them count instances of active and passive voice, words over-used as sentence starters (for example “I” or “The”). A preliminary activity might be to have students brainstorm and create a fluency checklist or worksheet to use for this purpose. Students will perform a qualitative and quantitative analysis of their sentence construction, compiling a list of targeted areas for improvement that will be attached to the writing portfolio for reference. An extension of this activity would be to allow students to rewrite one of the pieces to improve fluency for bonus points.

Recommended Vocabulary for Teaching and Learning:

Language	Conventions	Diction	Grammar	Mechanics
Compound	Simple	Complex	Compound-complex	Phrase
Clause	Subordinate	Independent	Fluency	Variation
Verb	Pronoun	Adjective	Adverb	Article
Interjection	Noun	Conjunction	Object	Preposition
Homonym	Homophone			

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6RI1 Cite <u>text evidence</u> to support <u>analysis</u> of what the text says explicitly as well as <u>inferences</u> drawn from the text.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support 	<ul style="list-style-type: none"> • Evidence • Analysis • Inferences • Unstated information • Stated information 	1, 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A good reader supports analysis of a text with strong evidence.</p> <p>An effective reader is able to annotate text.</p> <p>It is important to be able to distinguish between strong evidence and irrelevant information.</p>		<p>How does what the author tells a reader directly differ from what an author implies?</p> <p>How does a reader support his or her analysis of a text with evidence?</p> <p>How does a reader distinguish between strong evidence and irrelevant information?</p> <p>How does annotation help one become a better reader?</p>

ELACC6R11
Further Explanation

Skills/Concepts for Students:

Practice careful and attentive reading of both assigned texts and independent text choices
 Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
 Move towards consistently responding to text in an analytical way (how are the author’s strategies are intended to affect the audience, and why he or she choose those particular methods) instead of simply summarizing or paraphrasing
 Move towards consistently analyzing arguments from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements, e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
 Produce evidence from the text for all claims and inferences, both in academic work and collaborative discussion
 Annotate texts (jot down explanations and evidence for claims with page numbers and relevant context)
 Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:

Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R11 (see above)
 Require textual evidence for all claims and inferences, even in informal class discussion, and model always providing evidence for claims you relate to the class (even seemingly self-evident claims)
 Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
 Require annotation of texts both formally (in grade 6 you do not necessarily need to institute a formal note-taking system, but notes should be organized and legible and should be checked periodically) and informally (students can use sticky notes in texts when writing in margins is unacceptable and can jot information in notebooks)
 Initiate discussions with students about what kind of evidence is strongest for a given claim or type of claim
 Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)

Sample Task for Integration:

Have students examine several types of informational texts in order to identify two kinds of information from each: what is said explicitly, and what is inferred. Students should create a “T” chart with one side for explicit information and one side for inferences. In most cases, these two columns will match up, since inferences must be based on things that are said explicitly in the text. For example, a rental agreement for an apartment house may say explicitly “no pets over 35 pounds.” What is inferred by this admonition? Possible answers: that pets over 35 pounds are messier, cause more damage to property such as chewing, clawing, and shedding, etc. A scientific article may say explicitly that only one round of human trials has been conducted on a medical treatment. The inference from this fact might be that more clinical trials are needed to repeat results. This activity will help students become acquainted with various informational texts, discern explicit from inferred information, and learn to locate the best evidence for a claim. An extension of this activity could include having students work in groups to examine the other team’s list of explicit and implicit information and compare.

Recommended Vocabulary for Teaching and Learning:

Informative/Expository	Fact	Non-Fiction	Strategy	Rhetoric
Annotation	Analysis	Summary	Explicit	Implicit
Journalism	Journal	Primary Source	Secondary Source	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6RI2 Determine a <u>central idea</u> of a text and how it is conveyed through particular <u>details</u>; provide a <u>summary</u> of the text distinct from personal opinions or judgments.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Provide 	<ul style="list-style-type: none"> • Central Idea • Text • Summary • Personal Opinions • Judgments 	4, 5 Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Every informational text has a main idea.</p> <p>An accomplished reader constructs a bias-free summary effectively.</p>		<p>How does the reader locate the main idea in a text?</p> <p>How does a reader show understanding of what was read in nonfiction text?</p> <p>How does one construct an objective summary free of bias?</p>

**ELACC6RI2
Further Explanation**

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea, for example in a scientific article the main idea will be identified and described in the abstract
- Provide students with direction in understanding that there are different reading strategies for different types of informational text (for example, author and cultural context of historical documents is extremely important, whereas the country of origin for a scientific article might not be very important; graphics are usually crucial to understanding a scientific article but may be less important to a newspaper article)
- Have students construct “reverse graphic organizers” from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:

Writing an unbiased summary of a dry, scientific article about volcanoes is a relatively easy task. Writing an unbiased summary of a text that is biased or inflammatory is much more difficult. Providing students with informational texts to summarize that are themselves skewed or that contain purposeful logical fallacies or passionately opinionated rhetoric will not only help students to learn to write unbiased summary, but will also afford them an opportunity to examine the ways in which bias can be woven into informational texts. Biased texts to use for this purpose could include Op/Ed pieces from your local newspaper, political speeches, or articles from news sources that are known for a liberal or conservative point of view. For advanced students, more unusual pieces (such as the humor of David Sedaris or Mark Twain, or even political satire both modern and historical) may be used. If time permits, allow students to share their summaries and discuss which examples most successfully communicated facts without bias from the student and without commentary on the bias of the author.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Fact	Opinion		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RI4 Determine the <u>meaning of words and phrases</u> as they are used in a text, including <u>figurative</u> and <u>connotative meanings</u> ; analyze the impact of a specific word choice on <u>meaning and tone</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Determine Analyze 	<ul style="list-style-type: none"> Meaning of words and phrases Figurative Meaning Connotative Meaning Tone 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Words and phrases have both connotative and figurative meanings.</p> <p>Word choice has an impact on meaning, mood and tone.</p>		<p>What skills can you use to understand words you don't know?</p> <p>What resources can you use to help you understand words you don't know?</p> <p>How does word choice impact meaning?</p> <p>How does word choice impact tone?</p>

ELACC6RI4
Further Explanation

Skills/Concepts for Students:

- Study the effect of sound, form, and non-literal language such as idioms and figures of speech to aid in comprehension of complex informational text
- Evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- **Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable**
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

Figurative and connotative meanings are explored in both literary and informational texts, but the opportunity to study technical terms and meanings is usually exclusively explored in informational text. Because technical and domain-specific jargon has traditionally been encountered less often in the ELA classroom, students may have fewer strategies to use in decoding this vocabulary. While many technical terms are unlikely to be encountered and may not require sustained study (“myocardial infarction” may not come up outside of a specific science report), today’s world does require students to have consistent knowledge of many technical terms, including legal and computer terms to name only two domains. Chose a domain such as computer terminology and provide students with several informational documents to study (manuals, installation guides, retail specs, etc.). Have students compile a list of the ten most-often-occurring unknown terms in each document. At the end of that activity have students compare documents to cull yet another list of the most-often-occurring computer terms across all of the documents. After a list of need-to-know words has been constructed, work with students to identify strategies for making meaning of these words without resorting to dictionaries (which may or may not be very helpful). Look at things like pre-fixes and suffixes, root words, languages of origin, abbreviations, and context. After a thorough study and discussion, have students (in teams or pairs) write a helpful “how to understand computer terminology” guide with a glossary of terms in the back to share with students in other classes or grades.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Metaphor	Allusion
Simile	Hyperbole	Root	Suffix	Affix
Glossary	Index	Paragraph Headings	Graphics/Charts	Captions
Organizers	Maps	Appendix		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study	Reading	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RI8 Trace and evaluate the <u>argument</u> and specific <u>claims</u> in a text, distinguishing <u>claims</u> that are supported by <u>reasons and evidence</u> from claims that are not.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Trace • Evaluate • Distinguish • Support 	<ul style="list-style-type: none"> • Argument • Claim • Evidence 	3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>There are always two sides to an argument.</p> <p>There are usually valid points made on both sides of the argument.</p> <p>An argument has a purpose.</p> <p>Often times, one side of the argument is more convincing than the other.</p>		<p>How do you know what argument the author is expressing?</p> <p>Why is the argument effective or ineffective?</p> <p>What is the reason for the argument?</p> <p>Which side of the argument is most convincing? Why?</p>

ELACC6RI8
Further Explanation

Skills/Concepts for Students:

- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the persuasive techniques commonly used in argument (bandwagon, appeal to authority, etc., see vocabulary below)
- Differentiate between inductive and deductive reasoning
- Distinguish important facts from extraneous details, differentiating between quantity of evidence and quality of evidence (are ten weak reasons better than one really good reason?)
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:

Conduct an attentive and annotated reading of Patrick Henry’s famous call to revolution in the speech now known as “Give Me Liberty or Give Me Death” (or another equally rigorous and persuasive speech on a topic of interest). Allow students to grapple with this difficult text, annotating and paraphrasing until an adequate level of comprehension is achieved. In teams, have students identify all of Henry’s major and minor premises. Beneath each of these students should list all evidence offered in support of the claim (premise), if any. Students might also be asked to identify the type of persuasion (appeal to emotion, appeal to authority, appeal to logic) used with each premise. An extension to this activity could include comparing a modern political speech, comparing the quality and quantity of evidence offered in support of each claim to facilitate a discussion of the ways in which our demand for hard evidence has lessened over time and with the introduction of mass media. Have students write a short response after this activity evaluating the strength of Henry’s argument based on text evidence.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Bandwagon	Pathos	Logos	Ethos
Testimonial	Plain Folks	Induction	Deduction	Hasty Generalization
Symbolism	Bias	Propaganda		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RL3 Describe how a particular story's or drama's <u>plot</u> unfolds in a <u>series of episodes</u> as well as how the <u>characters respond or change</u> as the plot moves toward a <u>resolution</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Describe 	<ul style="list-style-type: none"> Plot Characterization Conflict Episodes Resolution Story Drama 	1, 2, 3 Comprehension Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Stories/dramas have a plot comprised of more than one episode.</p> <p>Characters in stories/dramas encounter conflict and often change because of it.</p> <p>Changes in characters occur through the progression of the plot.</p> <p>Voice is an integral part of narrative.</p>		<p>How does the plot of a story progress through different episodes?</p> <p>How does a character respond to conflicts in a story?</p> <p>How does a character change over the course of a story?</p> <p>How does voice impact a narrative?</p>

ELACC6RL3
Further Explanation

Skills/Concepts for Students:

- Identify and understand the elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure understanding the way in which conflict drives the action in a story and how certain events and developments lead to others
- Think carefully about all of the choices the author makes: where the story happens, whether it happens quickly or slowly, in one day or over many years, in a funny way or a frightening way; what is the author trying to make you think or feel?
- Identify and understand the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.)
- Determine which characters are the most important and most fully “realized” (written to seem like real people and not just place holders)
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL.3 (see above) specifically including plot, character, setting, and language
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Allow students to explore the ways in which we are “characterized” in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors
- Pay close attention to characters that change over time, drawing attention to those changes and relating them to theme (the nature of significant changes to the protagonist’s feelings, circumstances, or beliefs through crisis usually will define the theme of a text)
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom
- Point out the ways in which conflict drives plot action (if there are no problems or obstacles, you usually don’t have much of a story!)

Sample Task for Integration:

Challenge the students to identify a text wherein the protagonist does not undergo any significant emotional or situational change from the beginning of a novel to the end. Provide guiding examples (is Harry Potter the same boy after he enters Hogwarts as he was when he lived in fear under the Dursley’s stairs? Is Huck Finn the same boy after rafting down the river with Jim? Is Dorothy the same girl when she returns to Kansas as when she left it?). Students will probably not be able to identify any significant literary character who does not undergo a meaningful change. Allow students to discuss the ways in which these characters changed and the events that forced or allowed them to change. Identify similarities and differences in the ways that famous characters reacted to change.

Recommended Vocabulary for Teaching and Learning:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Episode	Conflict	
First Person Narrative	Third Person	Omniscient	Setting	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RL4 Determine the meanings of <u>words and phrases</u> as they are used in a text, including <u>figurative and connotative meanings</u> ; analyze the impact of a specific <u>word choice</u> on <u>meaning and tone</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Determine Analyze 	<ul style="list-style-type: none"> Meanings of words and phrases Figurative language Connotative meanings Tone Word Choice Analysis 	2, 3 Comprehension Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Words have figurative and connotative meaning.</p> <p>Language and word choice impact tone and meaning of a text.</p> <p>Sound contributes to meaning, tone and mood in poetry and narrative.</p>		<p>How do you determine the meanings of words and phrases, both figurative and connotative?</p> <p>How does the author's word choice impact the tone and meaning of the text?</p> <p>How does sound in poetry and narrative contribute to meaning, tone and mood?</p>

ELACC6RL4
Further Explanation

Skills/Concepts for Students:

- Evaluate the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example “the brilliance twinkled, winking and sparkling in the velvet evening” feels quite different from “the mysterious flame glared and glowered in the night”)
- Identify and know how to use the major types of figurative language (for grade 6: metaphor, simile, hyperbole, and personification)
- Identify and know how to use sound devices (for grade 7: alliteration, onomatopoeia)
- Review and understand the basics of poetic structure and language appropriate to grade 6 (ballad, free-verse, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on figurative and connotative language and sound devices
- Explore the concepts of denotation and connotation thoroughly, requiring students to identify connotations frequently (often students may seem to understand the concept of connotation, but cannot provide appropriate examples when asked)
- Explore the deep connection between connotative meaning and figurative language (we do not say “quiet as a rock” even though rocks are very quiet! It is because mice can move around and accomplish a great deal in total silence that we say “quiet as a mouse”)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, and rhyme scheme

Sample Task for Integration:

Allowing students to work in pairs, have them use figurative and connotatively rich language to change the meaning and tone of responses to a prompt. For example: “I love turkey, stuffing, and pumpkin pie.” Now rewrite to show that you REALLY LOVE it: “I adore the delicious taste of a crisp turkey drumstick with my grandma’s crumbly pecan stuffing and pie that tastes like a cinnamon cloud!” or to show that you don’t actually like it: “I like turkey about as much as I like old socks for dinner and pumpkin pie reminds me of old Jello you get in the hospital when you’ve had your tonsils out!” Have the students explore more and more nuanced changes to their responses and have other teams attempt to discern what their underlying meaning was (for example, “Turkey and stuffing is a great meal once a year” seems to indicate that more than once a year might be too much, while “A good turkey dinner is better than a snow day!” indicates a true love of the meal. Have students experiment with making their response clear without explicitly stating their position.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Verse	Stanza	Hyperbole	Onomatopoeia	Symbol
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Lyric Poem*	Narrative Poem*

*Lyric poetry expresses feelings and emotions. Forms include the sonnet and the ode.

*Narrative poetry tells a story. Forms include the ballad and the epic.

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RL9 Compare and contrast <u>texts in different forms or genres</u> (e.g. stories and poems, historical novels and fantasy stories) in terms of their approaches to <u>similar themes and topics</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Compare • Contrast 	<ul style="list-style-type: none"> • Genres (stories, poems, historical novels and fantasy stories) • Theme • Topic 	4 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Literary works typically have a universal life message called a theme.</p> <p>There are both similarities and differences amongst various genres of writing.</p> <p>An accomplished reader demonstrates knowledge of historical and literary eras.</p> <p>Perspective in literature often changes meaning.</p>		<p>How does an author develop theme?</p> <p>How does a reader determine the similarities and differences amongst genre types?</p> <p>How does the perspective from which a story is written change the meaning?</p>

ELACC6RL9
Further Explanation

Skills/Concepts for Students:

- Begin to acquire knowledge of historical and literary eras
- Think about the historical and literary context of various stories from different genres in the same period, or different periods in the same genre (for example, how might the circumstances of World War II be apparent in works from the mid-20th century such as *The Hobbit*, by J. R. R. Tolkien, or *The Lion, The Witch, and The Wardrobe*, by C. S. Lewis?)
- Look for subtle references to other texts within texts, or symbols or storylines that seem to represent cultural or historic events
- Generalize concepts of setting, plot, characterization, and other narrative elements and relate these elements to their real-world counterparts
- Purposefully choose texts from a variety of authors, geographical and cultural contexts, genres, and literary periods

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Expose students to literary works, especially historical fiction, that use realistic historical context as a setting
- Place a world map and world timeline on the walls of the classroom for reference
- Compare and contrast works from various authors in the same time period, or works from the same genre (such as science fiction) over several decades in order to focus on enduring genre characteristics or to illustrate how historical context sometimes surfaces in fiction, especially as allegory
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

Sample Task for Integration:

After reading one science fiction text together as a class, assign students to read another science fiction selection by the same author, or to read another science fiction text on the same topic by another author. For example, students might read “Fahrenheit 451,” by Ray Bradbury in class, then read his “Martian Chronicles” on their own, or read another science fiction selection about a dystopian future such as “City of Ember,” by Caroline DuPrau. As one of their major literary essays for a unit, students will compare and contrast the works using specific evidence from the text to examine ways in which genre characteristics are consistent between two authors, or how an author’s style is similar or different between texts, etc.

Recommended Vocabulary for Teaching and Learning:

Genre	Context	Primary Source	Secondary Source	Allegory
Compare/Contrast	Literary Period	Era	Theme	Perspective

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6RL1 Cite text evidence to support analysis of what the text says explicitly as well as <u>inferences</u> drawn from the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support • Infer • Analyze 	<ul style="list-style-type: none"> • Textual Evidence • Analysis • Stated Information • Unstated Information 	1, 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Readers locate ideas that are explicitly expressed and those that are implied.</p> <p>A good reader takes effective notes.</p> <p>An effective reader differentiates between strong and relevant evidence and weak or irrelevant information.</p>		<p>How does what the author tells a reader directly differ from what an author implies?</p> <p>How does a reader make a distinction between relevant evidence and irrelevant information?</p>

ELACC6RL1
Further Explanation

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Use summary, paraphrase, annotation, and any other useful strategy you have learned to ensure that you are comprehending as you read and that you have adequate recall of the material covered
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Distinguish important facts and details from extraneous information
- Distinguish facts that support your specific claim from facts that are irrelevant
- Make a practice of taking notes from texts as you read in order to gather text evidence for claims
- Practice reading texts within the prescribed time limit for your grade-level expectations

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Model frequent comprehension and recall checks throughout text (stop and question what was just read; paraphrase or summarize)
- Provide foundational instruction on the literary and rhetorical terms students will need as they move into more sophisticated forms of analysis in their essays
- Require students to take effective notes, both within the classroom and when reading on their own, and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Help students differentiate between strong and relevant evidence and weak or irrelevant information
- Examine genre characteristics

Sample Task for Integration:

Standard RL1 goes beyond previous reading standards for comprehension in that it requires students to provide evidence from the text to support all claims and inferences made in the analysis of a text. In grade 6, students may need scaffolding not only in gleaning the best, most relevant evidence for a claim, but also in understanding what sorts of claims and inferences they might be making in textual analysis. For example, an inexperienced student might make the claim “This is a good book, “ a vague and meaningless claim from a literary standpoint compared to something like, “Cisneros uses colorful Latino words and phrases along with sensory details about the food, art, and architecture of her childhood home to create a culturally relevant setting.” Using a text under consideration by the class, have students construct a claim about that text. Share and refine the claims and inferences through several rounds of discussion, providing avenues of focus (for example, “Is it Poe’s choice of words with similar sounds that reminds you of the wind?” or “Did you notice how L’Engle repeated that phrase several times in the passage? Why do you think she’d do that?). Creating a claim or inference that is worth exploring is the first step to an effective search for evidence!

Recommended Vocabulary for Teaching and Learning:

Imagery	Genre	Sensory Detail	Figurative Language	Explicit
Characterization	Setting	Plot	Inferred	Evidence
Citation	Analysis	Annotation	Tone	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6SL1 Engage effectively in a range of collaborative <u>discussions</u> (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' <u>ideas</u> and expressing their own <u>ideas</u> clearly (strands a-d).		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Engage Build Express 	<ul style="list-style-type: none"> Collaborative Discussions Topics Texts Issues Ideas 	DOK 3 Bloom's 5
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>It is important to speak and listen effectively in collaborative discussions.</p> <p>An effective discussion requires understanding the ideas of others and applying them to your own understanding of a topic or text.</p>		<p>Why is it important to speak and listen effectively in a group or discussion?</p> <p>What do I do with the information I hear from others?</p> <p>How do I effectively state my opinion?</p>

**ELACC6SL1
Further Explanation**

Skills/Concepts for Students:

- Engage in collaborative discussions within your classroom, bringing a mature and academically appropriate attitude to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

Arrange an “academic conference” to be held by the class on a topic/text on which students have previously written (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students - either individually or in teams - will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department for example).

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6W1 Write <u>arguments</u> to support <u>claims</u> with clear <u>reasoning</u> and relevant <u>evidence</u> (a-e).		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Support • Organize 	<ul style="list-style-type: none"> • Arguments • Claims • Reasoning • Evidence • Style • Conclusion 	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Arguments should make clear claims that are supported with relevant evidence.		How will you use evidence and reasoning to support your argument?

**ELACC6W1
Further Explanation**

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Use interesting strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use engaging strategies for introduction such as a personal story, and avoid listing the points you will make in your argument
- Remember to acknowledge counterclaims in your arguments

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Students usually find it easier to write a persuasive essay on a topic they feel strongly about than on a strictly academic topic, so providing opportunities to argue an academic point will be important in grade 6. Lead students in a discussion about the concept of “literary criticism,” a term it will be important for them to understand in their academic careers. Students at this age are likely to assume that criticism means negative judgment, but literary criticism is a neutral term meaning simply the study, evaluation, and interpretation of literature. Allow students to examine several examples of literary criticism on a book they have read, for example, *The Chronicles of Narnia*, by C. S. Lewis (hundreds of examples are available in journals of literary criticism accessible through Galileo). Literary criticism is basically analysis, and students in grade 6 are moving from simple essay writing to constructing true analyses of what they read. Because students may not immediately recognize the claims and arguments in a piece of criticism, guide them in identifying the thesis (for example, many critics argue that *The Chronicles of Narnia* are a New Testament allegory). Have students identify the thesis and claims in several professional pieces

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Manuscript Style (APA, MLA)	Introduction	Body	Conclusion	Bias

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6W2 Write <u>informative/explanatory texts to examine</u> a topic and <u>convey</u> ideas, concepts, and information through the selection, <u>organization</u> , and <u>analysis</u> of <u>relevant content</u> (a-f)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Examine • Convey • Organize • Analyze: classify, compare/contrast, cause/effect • Conclude 	<ul style="list-style-type: none"> • Informative/explanatory texts • Relevant facts • Transitions • Domain-specific vocabulary • Organization • Analysis • Selection • Topic 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Expository/Informational texts examine a topic and convey ideas through analysis of relevant content.		How will you determine which information is relevant and how will you analyze and organize it in an essay?

ELACC6W2
Further Explanation

Skills/Concepts for Students:

- Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude extraneous, irrelevant, or trivial information
- Give credit for information used and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay
- Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay
- Exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Students in grade 6 will be using more technical and domain-specific vocabulary than ever before as they engage in more informational, non-fiction reading. They may also be unfamiliar with the requirements of formal manuscript styles such as MLA and APA. To provide practice on both of these fronts, choose a short or extended informational text under consideration by the class that is particularly technical as the subject for an informative/explanatory essay (for example the Human Genome Project, alternative energy sources, interplanetary exploration, etc.) Have students maintain a list of unfamiliar technical and domain-specific vocabulary as they examine the text in preparation for writing, exploring strategies for making meaning of these words (specific roots or affixes within a domain, for example, such as Greek and Latin roots in biology terms). In the preparatory period conduct a mini-lesson about manuscript styles, giving students papers that are written in APA format (without explanation or definition) and ask them, in pairs, to identify everything they can discern about the formatting (is it single or double spaced? Where is the name? Is the date required? Is there a page number; if so, where?) Allow them then to check their notes against an APA check list. By the end of the reading of the text, students should be amply familiar with the domain-specific vocabulary as well as the requirements of APA style. Create a rubric specific to this writing assignment that gives weight and focus to technical vocabulary use and manuscript style.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Citation	Extraneous	Transition
Annotation	Domain-specific	Formal Style (APA, MLA)	Denotation	Format

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and <u>well-structured event sequences</u> . (a-e)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Develop Sequence Write Use 	<ul style="list-style-type: none"> Narrative Narrative techniques Real or imagined events Descriptive and relevant details Sequential order Event Sequence 	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Narratives develop experiences or events using characters, details and well-structured event sequences.	<p>How does a writer create an engaging piece using narrative techniques, transitional words, relevant details, and a solid conclusion?</p> <p>How does a writer develop strong characters?</p>	

**ELACC6W3
Further Explanation**

Skills/Concepts for Students:

- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Understand the elements of plot and the ways in which conflict drives plot action
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an alternate ending or character, responding to literature informally, etc.)
- Include poetry writing in creative writing explorations including free verse and structured verse
- Include narrative writing in routine writing whenever possible

Sample Task for Integration:

Using a literary text under consideration by the class, charge students will write a short additional chapter that extends the story beyond where the novel ends. For example, *The Outsiders*, by S. E. Hinton, ends when Pony Boy begins writing about his experiences after being encouraged by the note from Johnny in their copy of *Gone With the Wind*. Students would write 3-4 pages telling us what happens next. Will Sodapop get married? What will become of Darry? Will Pony Boy become a famous author? Though this will be a creative narrative piece, it must be tied to the text with credible reasons (based on text evidence) that make this hypothetical future reasonable based on prior events and characterizations in the novel. An extension of this activity could include students sharing their extended chapters, and discussing the ways in which their narratives differed and why.

Recommended Vocabulary for Teaching and Learning:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6W8 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>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Gather • Assess • Quote • Paraphrase • Avoid • Provide 	<ul style="list-style-type: none"> • Relevant information • Credibility • Plagiarism • Bibliography information 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>There are credible sources of information and those that have questionable credibility.</p> <p>A writer must avoid plagiarism.</p> <p>Sources must be cited.</p>		<p>How does one gather information to create an essay based on research?</p> <p>How does a writer avoid plagiarism?</p> <p>How does one cite sources properly?</p>

**ELACC6W8
Further Explanation**

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news foot-age)
- Use background knowledge and considered judgment when evaluating sources for research
- Give credit for work that you use and avoid plagiarism
- Accurately summarize with bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require informal bibliographies and formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Task for Integration:

Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Before exploring the sites, have students brainstorm together to create a rubric by which to evaluate a website, coming up with their own ideas about what constitutes a reliable and valid source before you provide them with conventional wisdom and academic rules on the subject. Allow them to examine how closely their own ideas about reliability match the “accepted rules.” When evaluating the sources, students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcement or brochure that concisely advises other students on the effective and legal use of internet resources.

Recommended Vocabulary for Teaching and Learning:

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC6L4 Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on grade 6 reading and content, choosing flexibly from a <u>range of strategies</u>. (a-d)</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Clarify • Determine • Choose • Apply 	<ul style="list-style-type: none"> • Multiple-meaning words • Multiple-meaning phrases • Range of Strategies 	1, 2, 3, Knowledge Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Good readers use multiple strategies to determine the meaning of unknown words.</p> <p>Using multiple modes of reference materials effectively allows a reader to determine the meaning of unknown words and phrases.</p> <p>Effective writers and speakers use multiple strategies to ensure correct spelling or grammatical constructions instead of becoming dependent on electronic devices.</p>		<p>How do you understand unfamiliar words in a text?</p> <p>What strategies will you use to help you understand the meaning of a word or phrase unfamiliar to you?</p> <p>How does one employ multiple strategies to ensure correct spelling and grammatical constructions?</p>

ELACC6L4

Further Explanation

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Task for Integration:

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Recommended Vocabulary for Teaching and Learning:

Definition	Context	Thesaurus	Dictionary
Glossary	Latin Root	Word Pattern	Greek root
Index	Article	Context	Inference
Pronunciation	Etymology		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6SL2 Interpret <u>information</u> presented in diverse <u>media</u> and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a <u>topic, text, and issue under study</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Interpret • Explain 	<ul style="list-style-type: none"> • Information • Diverse Media • Topic • Text • Issue 	<p>DOK 3 Bloom's 5</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>While listening to, or watching a presentation, one should be able to state what he or she hears or sees.</p> <p>One can prove what is learned from a presentation by giving accurate examples of what was seen or heard.</p>		<p>What information does one learn from a presentation by viewing and/or listening to it?</p> <p>What examples can one give from a presentation that proves he or she understands it?</p>

ELACC6SL2
Further Explanation

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in media applications, software, and platforms for presentation
- Acquire knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Be a careful consumer of many kinds of media so that you can begin to be an effective critic and user of all types of platforms for communication
- When reading for pleasure, listen to audio versions of the text; these can be entertaining, can help you model prosody in your own reading voice, and can help expose you to more texts than you might be able to read ordinarily
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Employ knowledge of rhetorical strategies

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:

Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to texts under consideration by the class), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.) Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

Recommended Vocabulary for Teaching and Learning:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	6 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC6SL4 Present <u>claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes;</u> use appropriate eye contact, adequate volume, and clear punctuation.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Present • Accentuate 	<ul style="list-style-type: none"> • Claims • Findings • Main Idea • Theme • Eye Contact • Adequate Volume • Clear Punctuation 	2, 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Presentations should provide important facts with adequate description that ensures audience understanding.</p> <p>Effective presentations feature appropriate eye contact, adequate volume and clear punctuation.</p>		<p>How can I effectively present information to my audience?</p>

ELACC6SL4
Further Explanation

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:

Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: <http://stoaca.org/main/sites/default/files/StoaTPRules.pdf>.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

Next step, create assessments and engaging learning experiences