

Essential Questions:

1. What do good readers do?
2. Am I clear about what I just read? How do I know?
3. Author's choice: Why does it matter?
4. What makes a story a "great story"
5. In what ways does creative choice impact an audience?
6. Whose story is it and why does it matter?
7. Why do the rules of language matter?
8. Communicating clearly: What does it take?
9. How does a situation affect meaning?
10. How does author's choice impact an audience?
11. What do good writers do?
12. What is my purpose and how do I develop it?
13. Writing clearly: What makes a difference?
14. Final product: What does it take?
15. When a word doesn't make sense what can I do?
16. How do I use what I know to figure out what I don't know?
17. What makes collaboration meaningful?
18. Making meaning from a variety of sources: What will help?
19. What makes a presentation "great"?
20. "What I say" versus "how I say it", does it really matter?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
<p style="text-align: center;">Continue Personal Narrative Writers Workshop from Marking Period 1</p> <p style="text-align: center;">Unit 1 Action Adventure</p>	<p>READING LITERATURE</p> <p>R.L. 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>READING LITERATURE</p> <ul style="list-style-type: none"> ● Classify point of view ● Analyze narrator's point of view ● Explain imagery ● Compare/contrast reading imagery and media 	<p>Reading Journals Quizzes Tests Daily assignments Socratic circles</p> <p>Write a cohesive summary</p>	<p>Textbook Grammar and Writing notebook Ch. 3,8,and 9</p> <p>Somebody wanted, but, so...</p>

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	<p>R.L. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>R.L.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>R.L.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<ul style="list-style-type: none"> ● Read complex grade level texts ● Reread a text to clarify ● Use reading strategies ● Define textual evidence ● Define inference ● Explain how a reader uses evidence to reach a logical conclusion ● Read closely ● Find answers explicitly in text ● Find answers that require an inference ● Analyze author's words ● Determine textual evidence needed to support explicit and inferential questions ● Define theme ● Define summary ● Compose a summary ● Locate textual evidence ● Analyze text and determine the author's purpose for including a particular sentence, stanza, scene, etc. 	<p>Dialectical Journal</p> <p>Formal Personal Narrative mid-November (TBD)</p> <p>Reading Benchmark</p>	<p>Videos: The Great Panda Adventure</p> <p>Iron Will The Mighty Stone Fox</p> <p>Novels: Tangerine Hatchet The Mighty Stone Fox Island of the Blue Dolphins</p> <p>MAISA 1st portion of Literary Essay Unit (sessions 1,2,3,4,and 5)</p>

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	<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LANGUAGE</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.*</p>	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Define pronoun ● Identify antecedent of a pronoun ● Identify/use intensive pronouns ● Determine misuse of pronouns ● Identify/correct vague antecedents ● Identify/correct misuse of pronouns ● Identify misspelled words ● Use resources to assist in spelling ● Use capital letters correctly ● Determine capitalization ● Define parenthetical elements ● Identify misspelled words ● Use resources to assist in spelling ● Identify simple, compound and complex sentence structures 		

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	<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<ul style="list-style-type: none"> ● Determine author's purpose for using varied sentence structure ● Vary sentence patterns to create individual style and tone. ● Infer meaning of unknown words using context clues ● Break down unknown words into units to infer meaning ● Verify meaning consulting reference materials 		

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	<p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>SPEAKING AND LISTENING</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 6 text, topics, and issues, building on others' ideas, and expressing their own clearly.</p>	<p>WRITING</p> <ul style="list-style-type: none"> ● Use good word choice ● Use transition words and phrases ● Write a conclusion to provide closure ● Identify writing style to fit task/purpose/audience ● Use organizational and formatting structures ● Compose clear and logical writing that demonstrates understanding of a writing style ● Use prewriting strategies ● Recognize a well-developed piece of writing ● Apply revision strategies with the help of others ● Edit writing ● Prepare multiple drafts to strengthen writing ● Recognize when help is needed 		

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	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follows rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and repond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>SL. 6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> ● Review the required material to be discussed. ● Create questions and locate key textual evidence to contribute to a discussion. ● Identify the rules and roles necessary for collaborative discussion. ● Come prepared with key points and textual evidence to contribute to a discussion. ● Participate in a discussion ● Pose questions ● Respond to questions ● Elaborate on ideas ● Review key ideas ● Paraphrase other’s ideas ● Explain how media and formats add meaning to a topic, text or issue. 		

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	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Identify the side of an argument a speaker/writer presents ● Identify claims that are supported by facts and those that are opinions. ● Evaluate a speaker's argument using evidence provided. ● Identify various reasons for speaking ● Determine speaking tasks that require a formal structure ● Compose a formal speech that demonstrates a command of Grade 6 language standards 		