

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. What makes collaboration meaningful?
8. Making meaning from a variety of sources: what will help?
9. When a word doesn’t make sense, what can I do?
10. How do I use what I know to figure out what I don’t know?
11. What makes collaboration meaningful?
12. Making meaning from a variety of sources: What will help?
13. What makes a presentation “great”?
14. “What I say” versus “how I say it”, does it really matter?

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| <p style="text-align: center;">Fantasy</p> | <p>READING LITERATURE</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <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>READING LITERATURE</p> <ul style="list-style-type: none"> ● Analyze complex text ● Draw inferences ● Analyze complex text ● Determine main idea and supporting detail ● Identify the elements of plot structure ● Explain how plot is developed ● Determine qualities of character ● Distinguish between static and dynamic characters | <p>Reading Journals Quizzes Tests Daily assignments</p> <p>Socratic Circles</p> <p>Informational Post-Writing essay</p> <p>Reading Benchmark</p> | <p>Novels and Movies</p> <p>Tuck Everlasting The Lion, the Witch and the Wardrobe The Wizard of OZ (graphic novel)</p> <p>Textbook</p> <p>The Phantom Tollbooth</p> |

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| | <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>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL. 6.7 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> | <ul style="list-style-type: none"> ● Explain how dynamic characters change as plot advances ● Define and identify various forms of figurative language ● Analyze author's word choice ● Locate textual evidence to support theme, setting and plot ● Analyze sentence, chapter, etc. to determine purpose ● Recognize text support ● Explain imagery ● Compare/contrast reading imagery and media ● Read complex grade level texts ● Reread a text to clarify ● Use reading strategies ● Review required material ● Create questions ● Locate evidence | | |

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| | <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>SPEAKING AND LISTENING</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</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. ● 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 | | |

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| | <p>c. Pose and respond 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 (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</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>LANGUAGE</p> <ul style="list-style-type: none"> ● Consistently use skills previously taught during the year (i.e. pronouns, capitalization, punctuation, varying sentence patterns) ● Define/identify forms of figurative language ● Distinguish between literal and figurative language ● Recognize relationships between words to understand multiple words | | |

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| | <p>L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p style="padding-left: 40px;">b. Maintain consistency in style and tone.*</p> <p>L.6.4 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 style="padding-left: 40px;">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 style="padding-left: 40px;">c. Consult reference materials (e.g., dictionaries, glossaries,</p> | <ul style="list-style-type: none"> ● Recognize denotative/connotative meanings ● Analyze words and phrases with similar denotations and various connotative meanings | | |

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| | <p>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>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> | | | |