

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. How does situation affect meaning?
10. How does author’s choice impact an audience?
11. When a word doesn’t make sense, what can I do?
12. How do I use what I know to figure out what I don’t know?
13. What makes collaboration meaningful?
14. Making meaning from a variety of sources: What will help?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
<p><b>Unit 5</b></p> <p><b>Poetry</b> <b>4 weeks</b></p> <p><b>Unit 2</b> <b>(p. 258-263 &amp;265)</b></p>	<p><b>READING LITERATURE</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> 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><b>READING LITERATURE</b></p> <ul style="list-style-type: none"> <li>● Draw inferences</li> <li>● Determine main idea and supporting detail</li> <li>● Analyze author’s word choice</li> <li>● Locate textual evidence to support theme, setting and plot</li> <li>● Analyze sentence, chapter,etc. to determine purpose</li> <li>● Recognize text support</li> <li>● Classify point of view</li> </ul>	<p>Reading Journals Quizzes Tests Daily assignments Write poems Post assessment Mid to late May (TBD)</p>	<p>Textbook Unit 5</p> <p>Grammar for Writing Chapter 1 section 5</p>

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	<p><b>RL. 6.4</b> 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><b>RL.6.5</b> Analyze how a particular stanza fits into the overall structure of a text and contributes to the development of the theme.</p> <p><b>RL.6.7</b> 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><b>RL. 6.10</b> 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>	<ul style="list-style-type: none"> <li>● Analyze narrator’s point of view</li> <li>● Explain imagery</li> <li>● Compare/contrast reading imagery and media</li> <li>● Reread a text to clarify</li> <li>● Use reading strategies</li> <li>● Create a written or spoken piece to mimic an author’s style</li> <li>● Define/identify forms of figurative language</li> <li>● Distinguish between literal and figurative language</li> <li>● Recognize relationships between words to understand multiple meaning words</li> <li>● Recognize denotative/connotative meanings</li> <li>● Analyze words and phrases with similar denotations and various connotative meanings</li> <li>● Recognize general academic words and phrases and domain specific words and phrases</li> </ul>		<p>Unit 2 (p. 258-263 &amp;265) Author’s purpose P. 312-335 p. 478-493 p.268-287 p.368-370 *p.724-741 *p.768-796 *p. 818-823</p>

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	<p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>SPEAKING AND LISTENING</b></p> <p><b>SL.6.1</b> 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>	<ul style="list-style-type: none"> <li>● Acquire and use grade-appropriate academic and domain-specific words/phrases</li> <li>● Explain how Author’s examples informs reader</li> <li>● Analyze author’s choice of details and anecdotes impacts text</li> </ul> <p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>● Determine rules/ roles for discussion</li> <li>● Review the required material to be discussed.</li> <li>● Create questions and locate key textual evidence to contribute to a discussion.</li> <li>● Identify the rules and roles necessary for collaborative discussion.</li> <li>● Come prepared with key points and textual evidence to contribute to a discussion.</li> <li>● Participate in a discussion</li> <li>● Pose questions</li> <li>● Respond to questions</li> <li>● Elaborate on ideas</li> <li>● Review key ideas</li> <li>● Paraphrase other’s ideas</li> <li>● Explain how media and formats add meaning</li> </ul>		

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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><b>SL.6.2</b> 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><b>LANGUAGE</b></p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.4</b> 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</p>	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Identify simple, compound and complex sentence structure</li> <li>● Determine author's purpose for varying sentence structure</li> <li>● Create a written or spoken piece that mimics the style of a specific author/speaker</li> <li>● Vary sentence patterns writing and speaking to create an individual style</li> <li>● Define and identify various forms of figurative language</li> <li>● Distinguish between literal and figurative language</li> <li>● Recognize the differences between denotative and connotative meanings</li> <li>● Infer meaning of unknown words using context clues</li> <li>● Break down unknown words into units to infer meaning</li> <li>● Verify meaning consulting reference materials</li> <li>● Infer meaning of unknown words using context clues</li> <li>● Break down unknown words into units to infer meaning</li> <li>● Verify meaning consulting reference materials</li> </ul>		

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	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b) 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>c) 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><b>L.6.5</b> 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>			

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	<p><b>L.6.6</b>                      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			